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ABSTRACT

This manual, one of a series of five manuals written for pupil personnel workers in the Illinois schools, is designed to assist school personnel with practices and procedures in school social work. Chapter 1 focuses on philosophy, and briefly introduces major concepts in pupil personnel services including service coordination, community-school relationship, resource identification, needs assessment, and evaluation. A brief description of how to use the manual is also provided. Chapter 2 expands the material in chapter 1, discussing organization of services, needs assessment and implementation procedures, school social work administration and supervision (e.g., files, records, staff allocation, and supervision), and legislation. Chapter 3 discusses the delivery of services, program functions, relationships between school social workers and other school personnel, targets of services (students, parents, staff, community), models of service, and areas of emphasis. Chapter 4 focuses on planning for the future. The seven appendices include acknowledgements and references, a bibliography, a taxonomy of school social work tasks, sample forms, listings of professional journals and bulletins, and Illinois graduate schools of social work. (BL)

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PUPIL PERSONNEL SERVICES RECOMMENDED PRACTICES AND PROCEDURES MANUAL

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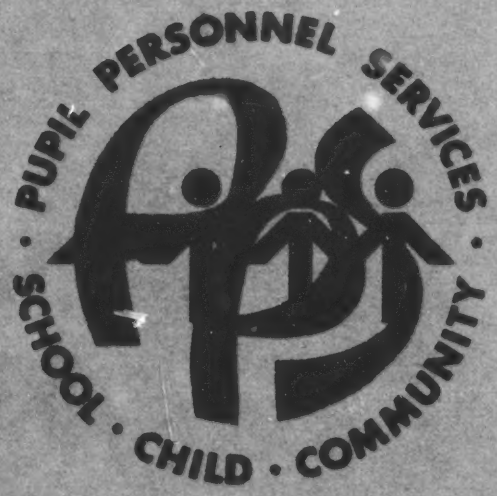
Illinois State Board of Education



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SCHOOL SOCIAL WORK

Pupil Personnel Services
Recommended Practices and Procedures Manual

School Social Work

Walter W. Naumer, Jr., Chairman

Donald G. Gill
State Superintendent of Education

Funded by Part B, Education of the Handicapped Act

September, 1983

FOREWORD

The Illinois State Board of Education presents the *Pupil Personnel Services Recommended Practices and Procedures Manual.* The purpose of this volume — "School Social Work" — is to provide school personnel with practices and procedures concerning the discipline which will assist them in better serving students in Illinois schools. This is one in a series of five documents which will constitute the Manual:

"Administration of Pupil Personnel Services" by Mari Irvin, formerly Assistant Professor, Department of Psychology, Northern Illinois University and David Whiteside, formerly a Pupil Personnel Services Director in Illinois (contributing editors Beth Bandy and Sheryl Poggi, Illinois State Board of Education);

"School Social Work" by Paula Allen-Meares, Assistant Professor, School of Social Work, University of Illinois and Dorothy Yeck, Supervisor of School Social Work, Tazewell-Mason Counties Special Education (contributing editor Vaughn Morrison, Consultant for School Social Work Services, Illinois State Board of Education);

"School Guidance and Counseling" by Donna Chiles, School Counselor, Bloomington School District #87 and Ray Eiben, Professor, Counselor Education Department, Illinois State University (contributing editor Sheryl Poggi, Consultant for School Guidance and Counseling Services, Illinois State Board of Education);

"School Psychology" by George Batsche, Associate Professor, Eastern Illinois University and George McCoy, formerly Professor of Psychology and Psychologist for Laboratory School, Illinois State University (contributing editor, Neil C. Browning, Consultant for School Psychological Services, Illinois State Board of Education);

"School Nursing" by Joan Toren, School of Nursing, Northern Illinois University and Margaret Winters, School Nurse, Southwestern High School, Piasa, Illinois (contributing editor, Bettye Endicott, Consultant for School Nursing Services, Illinois State Board of Education).

Contributions toward development of this Manual were made by numerous Illinois pupil personnel services staff through a variety of vehicles, including professional organizations, field-testing, committee input and informal discussions as indicated in Appendix A. The Manual is a tribute to those individuals and their commitment to the students of this State.

The Illinois State Board of Education gratefully acknowledges the special efforts demonstrated by Ms. Beth Bandy and Ms. Sheryl Poggi of the Department of Specialized Educational Services in directing the efforts to produce the Manual. Consultants for the volumes were Rosemary Dustman, Supervisor of Pupil Services, Bloomington School District #87 and Dr. Garry Walz, Director and Professor of Education, University of Michigan. Additionally, appreciation is given to Dr. Libby Benjamin for her initial editing of each volume.

It is anticipated that this Manual will serve as a valuable resource for the field of pupil personnel services.

Donald G. Gill
State Superintendent of Education

TABLE OF CONTENTS

		Page
CHAPTER 1	Philosophy of Pupil Personnel Services	1
	Major Pupil Personnel Services Concepts	2
	All Pupil Personnel Services Are Related and Need to Be Coordinated for Optimum Effectiveness	2
	Pupil Personnel Services Require Developmental, Preventive, and Remedial Emphases	2
	Pupil Personnel Services Should Be Broadened to Include the Entire Community	2
	Needs Assessment Is the Foundation of a Comprehensive and Effective Pupil Personnel Services Program	3
	Evaluation Is a Critical Component of Any Pupil Personnel Services Program	4
	Resource Identification and Utilization Are Critical Elements of an Effective Pupil Personnel Services Model	4
	How to Use this Manual	5
CHAPTER 2	Organization of Services	6
	Needs Assessment and Implementation Procedures	6
	Administration and Supervision in School Social Work	8
	Work Setting	8
	Files	8
	Accountability	8
	Records	9
	Staff Allocation	9
	Prioritizing Services	9
	Supervision	10
	Educational Legislation and School Social Work Practice	11
CHAPTER 3	Delivery of Services	13
	School Social Work Functions	13
	Relationships Between School Social Workers and Other School Personnel	14
	Targets of Service	14
	Students	14
	Parents	14
	Classrooms	14
	School District	15
	Staff	15
	Community	15
	Models of School Social Work Practice	15
	Community School Model	15
	Social Interaction Model	16
	Clinical Model	16
	School Community Pupil Relations Model	17

Areas of Emphasis 18

Teaming 18
Consultation 19
Community Organization 19
Working with Students in Groups 19
Working with Individual Students 20
Working with Parents 20
The Social Developmental Study—an Educationally Centered Assessment 20
Measuring Adaptive Behavior 23
The Role of School Social Workers in Multidisciplinary Staffings 23

Internship 25

CHAPTER 4 Planning for the Future 27

APPENDIX A Acknowledgements 29

APPENDIX B References 31

APPENDIX C Bibliography 32

APPENDIX D Taxonomy of School Social Work Tasks 36

APPENDIX E Sample Forms 38

APPENDIX F Professional Journals and Bulletins 48

APPENDIX G Illinois Graduate Schools of Social Work 49

Chapter 1

Philosophy of Pupil Personnel Services

Since the spring of 1975 several activities have occurred which demonstrated that pupil personnel services (PPS) professionals desired written practices and procedures which would aid them in developing and upgrading their programs. Among these were acquisition and analysis of data from the pupil personnel surveys of 1978 and 1980, development of relevant Department of Specialized Educational Services goal statements, and development of the Conceptual Frame of Reference paper by the Pupil Personnel Services (PPS) Advisory Board. These undergird this document.

Actual development of the *Pupil Personnel Services Recommended Practices and Procedures Manual* extended over a three-year period, utilizing the PPS Advisory Board as a steering committee, an out-of-state consultant, an in-state consultant, and a reaction committee representing parents, school boards, general and special educational personnel, and PPS professional organizations. In addition, the manual was presented to and discussed with over 500 pupil personnel services professionals at professional organization conventions and meetings and field-tested in urban and rural school districts and special education cooperatives.

To facilitate its use, the manual is divided into five separate volumes, with this introduction common to all. Each of the four subsequent volumes was developed by a team of authors, one representing the practitioner level and one the university level.

It is hoped that these volumes will broaden the reader's understanding of the philosophy and rationale for pupil personnel services. Additionally, it is among the purposes of this manual to promote the principles adopted in 1981 by the Illinois State Board of Education. These principles are:

1. Pupil personnel services are an integral part of the total education program and should be organized and delivered for the purposes of helping all students achieve maximum benefits from the school program and helping teachers, parents and other persons involved to provide optimum teaching and learning conditions for students.

2. State and local pupil personnel services programs should be comprehensive in scope, based on a periodic needs assessment of at least a representative sample of students, parents, staff, and other interested parties, and should include provisions to document the extent and results of services provided to students, teachers, parents and others in the community. The local education agency should establish linkages with other community and regional resources to provide a coordinated and comprehensive approach to pupil personnel services.

3. Pupil personnel services should be designed to assure that the personal values of all program participants are respected.

Major Pupil Personnel Services Concepts

Basic to pupil personnel services is an understanding of the philosophy and fundamental concepts upon which such services are founded. Ideas about organization and delivery will necessarily differ according to setting, administrative viewpoint, available staff, and target population, but certain precepts will and should undergird all efforts. The Conceptual Frame of Reference statement for pupil personnel services in Illinois, the result of thoughtful study by a variety of professionals, states clearly the philosophy by which service deliverers should be guided.

All Pupil Personnel Services Are Related and Need to Be Coordinated for Optimum Effectiveness.

In many school situations, pupil personnel services specialists — guidance counselors, school nurses, school social workers and school psychologists — operate relatively independently of each other, with guidance counselors responsible for students in one building, school nurses perhaps for those in several buildings, and school psychologists and school social workers offering services through the central office to students throughout a district. This traditional professional territoriality should give way to the meshing of specific skills of each discipline into a collaborative effort with one essential purpose: effectively identifying and meeting the needs of the students to be served.

This essential purpose necessitates a team approach in which specialists share their knowledge and work together to provide coordinated services for students and their parents. Such an approach requires the creation of a master plan for pupil personnel services, developed through input from specialists in all areas and supported by the administration. Involvement of the community is an integral part of this concept as well. Parents and representatives from community social service agencies, including welfare agencies and probation offices, should have a voice in the development of the master plan. Initial planning must involve, at a minimum, teachers, administrators, and pupil personnel services professionals working together to determine how they can coordinate their efforts in order to meet student needs most effectively.

Communicating with each other is the first step in bringing about better coordinated, higher quality services for students and their parents. Too often these professionals have little opportunity to discuss mutual concerns or to involve themselves in systematic planning for the pupils. If the district has no designated pupil personnel services administrator, leadership must emerge from the staff. Pupil personnel services professionals should take the initiative in communicating the need for a coordinated team approach for services to the appropriate administrator(s). A building principal, central office administrator, or superintendent could assume the role of bringing pupil personnel services professionals together to discuss needs, roles, and strategies and then develop plans, implementation models and evaluation for services.

In attempts to strengthen pupil personnel services, educational personnel need to address questions such as the following:

- What are the identified needs of students and parents at the building and/or district level?
- What is being done to address these needs?
- What specific role does each discipline play in attempting to meet identified needs? Are there role duplication, communication, and implementation problems?
- How might a team respond to these problems, and what form should the team efforts take?

Thoughtful exploration of such questions can lead to the development of a highly coordinated pupil personnel services delivery system.

This delivery system, tested through application and modified through continuing evaluation, will eliminate gaps, overlap, and duplication of services and serve to maximize the competencies of those providing services. The result should be an effective and efficient delivery system based on collaborative relationships.

Pupil Personnel Services Require Developmental, Preventive, and Remedial Emphases.

While remedial activities will always be part of their function, pupil personnel services professionals are now broadening their sphere of operation to include programs and approaches of a developmental and preventive nature. This requires that these professionals possess knowledge of program design, development, and evaluation strategies, and of change-agent skills. It also involves the ability to consult with parents, teachers, and other specialists concerning student needs and behaviors.

This preventive emphasis requires that pupil personnel services professionals be skilled in dealing with groups of students as well as with individuals, not only to share important information, but also to help them become competent in setting goals, making decisions, and taking responsibility for their actions. Knowledge of and sensitivity to student interests and needs at various developmental stages in their lives are essential if the skill-building programs and approaches are to have meaning and relevance for students.

Pupil Personnel Services Should Be Broadened to Include the Entire Community.

In order to attain a comprehensive approach to pupil personnel services, school districts should involve the community to ensure its support and coordinate the available resources to meet the needs of youth.

The impact of concerned parents, social service agency personnel, and community leaders on the education of the community's children cannot be overestimated. Keeping key community members informed and involving them in pupil personnel services policy decisions and program design have several advantages. First, it eliminates the surprise factor which often promotes resistance to even the most soundly developed plan. Second, it provides a base of support for pupil personnel services activities. Third, it can impact on critical or difficult decisions by contributing a variety of perspectives and viewpoints. Fourth, it promotes cooperation, collaboration, and commitment between the school and community in meeting student needs.

Finally, many community and social service agencies offer services that can supplement and help expand the continuum of those provided by the school district. With budget restrictions and personnel shortages, it becomes increasingly important to coordinate funding and resources.

Needs Assessment Is the Foundation of a Comprehensive and Effective Pupil Personnel Services Program.

Priorities in pupil personnel services programs should be developed from identified needs of students, staff, administrators, and parents and ordered according to rational and defensible criteria. Decisions relating to what services are offered, who provides them, how they are delivered, and for whom they are designed should be based on systematically obtained objective data. Such systematic and ongoing data collection helps pupil personnel services remain relevant to changing environmental conditions and human needs.

In developing a procedure for assessing needs, pupil personnel leaders should consider how the process will fit into the total program plan for the district. Duplication of effort is one of the dangers that may occur in conducting needs assessments. Program planners operating independently within individual pupil personnel services disciplines may ask basically similar questions of the target groups. Well-coordinated efforts within a team framework can avoid this duplication, enhance communication, and provide more effective responses to identified needs.

Procedures for conducting needs assessments vary widely, depending on the type of school, the commitment to the process, and the availability of technical and financial support. Basic guidelines for conducting a systematic needs assessment include the following steps.

1. Organize a planning group.
2. Identify goals and the target group(s) to be surveyed.
3. Determine the methodology to be used, i.e., survey instrument, personal interview, etc.
4. Decide on follow-up procedures to be used if initial response rate is inadequate.
5. Develop procedures for summarizing and interpreting needs assessment results.
6. Plan how and to whom results should be disseminated.
7. Determine how needs assessment data are to be translated into program goals and objectives.

Once a basic assessment is done, activities are undertaken to establish a PPS program. Ideally, each local school district has adopted a set of system and student goals based on the contributions of all staff members, including pupil personnel professionals. These goals statements describe the long-range expectations of the school district and also provide a sense of direction for school programs and services. The formal adoption of these goals by the local board of education implies broad community acceptance.

Pupil personnel professionals should play an integral part in developing broad goals and specific objectives for the services they perform. Objectives must be determined through team efforts to ensure understanding, cooperation and commitment.

An objectives-based pupil personnel services program focuses systematically on the needs of students. It moves from a stance of "What are we going to do?" to "How can we best accomplish the broad goals and specific objectives developed from needs assessment data?"

Objectives stated in terms of measurable outcomes provide a focus for the integrated efforts of pupil personnel services team members and thus diminish or eliminate a random approach to the delivery of services. When understood and accepted by school and community members, precisely stated objectives help to clarify conflicting expectations in regard to what services pupil personnel services professionals ought to be providing.

The underlying aim of an objectives-based pupil personnel program is for as many students as possible to attain the desired program outcomes. Four major steps are involved in the development and operation of an effective objectives-based program.

1. Develop specific objectives stated in terms of measurable outcomes to be attained by the students. These objectives should be based on student needs.
2. Select and present to students experiences and information designed to help them attain each desired outcome.
3. Assess the performance of the students to determine the effects of experiences and to identify those who did not attain one or more desired outcomes.
4. Provide additional experiences for those who did not attain one or more outcomes to promote more widespread attainment of the outcomes.

Evaluation Is a Critical Component of Any Pupil Personnel Services Program.

Successful evaluation incorporates several major principles.

Evaluation must *relate directly* to the stated program objectives. Evaluation is an easy task when objectives are stated in such a way that they speak to measurable outcomes in knowledge, skills, or attitudes, and when criteria for judging successful achievement are inherent in the objectives. Terms such as "gain understanding of," "acquire skill in," or "improve attitudes toward" are difficult to evaluate with precision. Program designers should keep the "how" of evaluation in mind as they develop the broad goals and specific objectives for the program.

Evaluation procedures must be *part of the initial program design*. The development of a means of assessing the value and success of a program at the outset lends purpose to the effort, assists program staff in developing realistic and measurable objectives, and clarifies outcomes for program implementers.

Evaluation must be *ongoing* and not be left to the end of a learning experience. This flow of assessment of reactions and progress allows for necessary modifications in approaches and/or content. This is particularly important in a new or pilot program when materials or techniques are being tested for a larger effort at a later date. Ongoing evaluation promotes sensitivity to student responses and relevance to student needs.

Evaluation must be a *cooperative effort*. The team effort should not be confined solely to the design and implementation of the pupil personnel services program. Together, the team members should also address themselves to the tasks of designing the evaluation instruments, examining data, and deciding upon needed changes or modifications in the existing program. However, the team's work does not end there. At the conclusion of the program, when the data are collected, team members should collaborate on methods of data organization and analysis, and come to consensus on what the data indicate. Involvement of each pupil personnel services discipline in the preparation and analysis of the measurement instruments will insure that objectives relating to aspects of the overall pupil personnel services program are included and will promote interest on the part of pupil personnel services professionals in the results.

Evaluation results should be *communicated to all concerned*. The public relations aspect of evaluation is often forgotten or overlooked, but it is a vital part of the evaluation process. A summary of program outcomes in understandable terms provides critically important feedback to program participants, facilitators, and district administrators. The ability to state unequivocally what a program was able to achieve, based on careful documentation, lends visibility and accountability to the effort. When outcomes are positive, all of the hard work and money that went into the program become justified; when outcomes are less than desirable, program developers can clearly speak to needs for change in staffing or resources. Communication inspires interest, and interest maintains motivation and support.

Resource Identification and Utilization Are Critical Elements of an Effective Pupil Personnel Services Model.

The special talents and strengths of the staff should be assessed to identify the skills that might enhance a pupil personnel services program. In addition, the community members can contribute much to pupil personnel services, if given the opportunity. Pupil personnel services teams should develop procedures to identify resource personnel, ascertain their willingness to contribute their time and talents, determine how and where their talents can supplement services, and then coordinate their involvement in the program. Involvement is usually accompanied by interest and commitment, leading to better cooperation and higher morale on the part of the staff and more meaningful relationships with community members.

It is probable that staff will need additional training to help them enhance present competencies or acquire new ones in order to implement identified priorities. Inservice training programs that teach requisite skills are, therefore, an essential component of resource utilization.

How To Use This Manual

The *Pupil Personnel Services Recommended Practices and Procedures Manual* consists of five volumes, one relating to the administration of pupil personnel services and four dealing with separate pupil personnel services disciplines. Titles of the five volumes of the manual are as follows:

Administration of Pupil Personnel Services
School Guidance and Counseling
School Nursing
School Psychology
School Social Work

While these documents are written primarily for PPS professionals and administrators, each volume has items of interest and use for boards of education, community members and other interested educational staff. Organizationally, each volume addresses the philosophy of pupil personnel services and the organization and delivery of services for each discipline in relation to the total pupil personnel services program and includes extensive resource and bibliographical references. Common topics covered include key elements of role and function, professional commitment, future issues and recommended procedures and guidelines for delivering services. In each volume, emphasis is placed on the integral role of pupil personnel services within the total educational system.

This manual is intended to serve multiple purposes. Because of its format and content, it lends itself to a wide range of audiences and uses. Some ideas regarding the ways in which to use the manual are:

1. **To update the knowledge of pupil personnel services professionals.** Separate volumes are relevant to current program practices and developments in all aspects of pupil personnel work, and pupil personnel services staff from every discipline should find the manual a practical resource for professional updating.

2. **To broaden the knowledge of all pupil personnel services professionals regarding developments in specialties other than their own.** Pupil personnel services operate best when the practitioners have an understanding of the priorities and functions of their peers in other fields. The administrator who reads the sections devoted to school nursing and school social work, for example, may better understand the role and function of those specialists and thereby assist in improving communication and collaboration among staff. Reading all sections of the manual can broaden and enrich the reader's knowledge of pupil personnel services as a total, integrated program.

3. **To serve as a basic resource for planning inservice training.** It is often difficult to find resources for inservice training in pupil personnel services which are of interest to, and meet the needs of, all specialists. The content of this manual can serve as an inservice tool leading to further discussions and planning. For example, school teams might find it desirable to review each section, giving both the specialist and others an opportunity to examine and comment on the ideas and suggestions and decide how to implement them in their school program.

4. **To educate community members.** This manual may be of assistance to interested community members. Groups such as volunteers, parent-teacher associations, and teacher organizations will find a variety of ideas and material which can be helpful to them in both understanding pupil personnel services and working for their expansion and improvement.

The ultimate goal is that the implementation of the recommended practices and procedures suggested in these five volumes will enhance pupil personnel services provided to Illinois youth.

Chapter 2
Organization of Services

School social work in the modern public educational system is multidimensional. School social workers are expected to be expert at a broad range of skills and to be adept at performing a wide variety of tasks. Further, he or she is expected to effectively interact with school staff, parents, community agency representatives, and students in an effort to help all students benefit to the fullest extent from their educational experience. This chapter underscores the importance of and helps clarify how to effectively organize school social work services as an integral part of a comprehensive program developed in a planful manner.

Needs Assessment and Implementation Procedures

School social workers are educators who play a key role in the identification and clarification of student, school system, and community needs. They are in a unique position to identify unmet needs, gaps in the service delivery system, and educational policies which operate to exclude and/or isolate a particular group(s) of children from making the best use of what the school has to offer. Use of a social systems perspective, rather than addressing individual cases in isolation, enables the school social worker to identify and influence pervasive issues which are counterproductive to student success. Often, problems found within the educational setting interact requiring the school social worker to view them as several components of a larger problem and determine how best to approach resolving the composite problem by impacting upon one or more of its component parts.

It is the school social worker's responsibility, along with the other pupil personnel service workers, to involve other appropriate persons or groups (e.g. students, staff, administrators, community agencies...) in identifying and resolving these issues. The level of their participation depends upon the problem(s) identified and the strategies developed to bring about the desired changes/outcomes/goals.

School personnel probably do not intuitively know the real, underlying issues and problems prevalent in their school and community which negatively affect the educational experience of the student population. They are more likely to be aware of surface-level manifestations of these problems. A well designed needs assessment assists the school social worker and others to sort out the real issues from the orginally perceived notions of what constitutes the problem(s).

The identification of needs should be conducted in consultation and collaboration with members of the pupil personnel services team and the school administration. This method provides multiple perspectives for viewing needs and several sources of input on how to proceed in documenting such needs. It is through consultation and collaboration with other team members, students, parents, administrators, and community groups that a plan or procedure emerges. Ideally, the needs assessment effort to determine the issues and services the school social work department should be addressing is an element of the overall district/cooperative agreement needs assessment. However, it is sometimes necessary to conduct a more focused and timely study to help identify departmental priorities. A procedure for conducting a needs assessment and implementing the plan is presented below.

1. **Identify that a problem exists.** School staff and/or influential community persons may be unaware of a problem(s) and the manner in which it has negative impact. It is much more difficult to gain the cooperation of others in working toward eliminating a problem if they feel that no problem exists. Therefore, some preparatory work often must be done to illustrate the utility of conducting a needs assessment. This might involve a formal meeting with the principal, making a presentation at a faculty meeting, or comparing recent local case examples to state/national statistics to illustrate that, at a minimum, the potential for concern exists.

2. **Identify and organize the planning group.** The planning group may consist of the school social work staff, or it may include members from other disciplines as well. It is important to identify very early in the school social work services needs assessment process who will assist in developing the work plan, conducting the data collection, analyzing the information amassed, and determining how the needs assessment data are to be translated into programmatic goals and objectives.

3. **Identify viable sources of information.** The school social worker brings to this process information and insights collected through contact and observation with the students and staff as well as many community contacts. This input provides the team with critical information to be used in deciding which sources will be helpful in gaining a fuller understanding and documentation of the problem.

Some suggested sources of information include students, all levels of staff, community members, board members, community agency personnel, and parents. Others include local demographics; racial/ethnic figures; incidence levels of absenteeism, truancy, pregnancy, drop-outs, suspension/expulsion, retention; pupil/worker ratios; caseloads; number and type of referrals; police statistics; and community agency statistics. Important information such as the average time necessary to accomplish common tasks is another possible major component to be considered.

4. **Create a mechanism for data collection.** After identifying all the potential information sources, the team must narrow its focus from collecting and analyzing every conceivable fact to identifying specific information to be sought. From this the team develops a procedure for assessing the scope of the problem and identifying key persons as sources of information. The needs assessment team members may then begin the actual data collection.

5. **Collect the data and factual information.** The collection of accurate, useful data is dependent upon the cooperation of others. It necessitates that they share information, experiences, data, and/or concerns. Assignments should be based on the special knowledge and skills each discipline/person brings to the team and/or on the type and quality of their interpersonal relationships with the sources of information. In some instances, overlap and sharing of assignments may occur.

   The assessment process can be divided into at least two broad categories: a) the formal assessment and b) the informal assessment. The formal assessment is the development of a questionnaire or form calling for a systematic quantification of information, the purpose being to ascertain the scope and intensity of the target/problem. The informal assessment is conducted through consultation and interaction with key persons, sharing insights and developing a general consensus as to what the target/problem is.

6. **Analyze the collected information.** Analyzing the data collected thus far involves considerable thought and discussion among those individuals assisting with this step, with each member contributing insights from his/her own perspective. Through a concerted effort and analysis, the real issues/concerns/problems are conceptualized and separated into component parts. Specific targets for intervention are then identified, prioritized, and agreed upon. A thorough analysis of the information obtained via a well-designed needs assessment will confirm or negate original assumptions which were formulated in Step #1 regarding what the real, underlying issues are.

7. **Develop an intervention strategy(s).** Based upon an in-depth analysis of information obtained from the assessment process regarding the problems, an intervention strategy(s) is developed. The expected fruitfulness of each strategy is weighed and the strategies then ranked. Goals and objectives for the selected strategy should be clearly delineated and written in measurable terms so that outcomes can be assessed. Before actually implementing the strategy, the team must give consideration to environmental limitations, political conditions, and the general atmosphere for acceptance. Such factors can operate to interfere with and undermine the goals and objectives of the intervention. This does not imply that the team or school social worker should forego the implementation of a selected intervention because of such factors. Rather, it means that consideration of these factors and how to utilize them for maximum benefit will enhance the chances for success.

8. **Evaluate the outcomes.** The impact of the intervention strategy on the target/problem must be systematically evaluated and monitored. An evaluation plan with specific intervals for assessing progress should be developed at the same time the intervention strategy is developed. This insures that the school social worker and the rest of the team will be able to identify both the quality of success and the need for intervention strategy modification when it arises.

9. **Analyze the results.** The impact of the intervention strategy must be critically analyzed in terms of the target goals and objectives. This analysis can be a very sensitive undertaking depending upon who is involved, what interests are operating, and what recommendations might follow. This is particularly true if the results indicate that a major change must be implemented. Examples of major changes which might result from this process include school district policy revisions, new educational programs being developed and implemented, new procedures being utilized, or a change in the school social worker's service focus.

10. **Share the outcomes.** Results of a needs assessment and intervention strategy should be shared with appropriate school personnel and persons who have been involved in the process. This is a step often overlooked when developing an implementation plan, but which is critical to success and ongoing support. Involving other school staff and, when appropriate, community groups, parents, students, and educational administrators in the early phases of needs assessment and throughout the implementation process, as well as keeping them informed of progress, encourages them to become a strong support system for implementing desired changes.

Administration and Supervision in School Social Work

Standards for practice are ideally set by the professions with the acceptance of the public served. Standards for school social workers have been developed and published by professional social work organizations on both the national and state level. It is from the National Association of Social Workers and Illinois Association of School Social Workers standards as well as state and federal laws/regulations that some basic guidelines can be drawn regarding specific needs to be met in the administration and supervision of school social work staff.

1. **Work Setting.** The efficacy of school social workers is increased tremendously by the inclusion of adequate secretarial services. In almost all settings, school social workers are itinerant. Secretarial services may be provided for several school social workers by one person, or by a secretary who is shared with other school personnel, as long as the clerical person has sufficient time to meet the demands placed upon him or her. Too often a false sense of economy is sought by using the professional school social worker to perform clerical tasks. Consequently, valuable time that could have been devoted to providing needed services is much less appropriately absorbed with filing, typing, and other clerical tasks.

   For school social workers to be effective, sufficient office space with access to a private telephone, locked files, and clerical services is a necessity. In each attendance center served, space should be available to work with individuals and/or small groups in privacy, free from distractions. The provision of adequate office space illustrates to parents and teachers that school social work services are, in fact, an integral part of the overall educational program. The office space should be easily located and readily accessible. The surroundings should have the effect of putting people at ease. In this way, the school presents a positive image of itself and the services it provides to the public and its staff.

2. **Files.** Various laws and regulations governing information collected by school personnel, including school social workers, define much of this information as confidential. Thus, the school social worker's records, interview notes, reports, related documents, and other similar data must be stored where they are inaccessible to inappropriate parties. Providing the social work staff with locked filing cabinets of their own greatly facilitates insuring this information is shared only with appropriate persons.

   It is essential that the school social worker have access to other school files and records pertaining to students. In assessing the needs of a student(s), the pertinent information of other professionals, i.e., psychologists, counselors, nurses, and teachers, should be made available to the school social worker through written or verbal communication. Professionals working in the schools should develop a system for the exchange of information that not only meets their unique needs, but also is not overly time-consuming.

3. **Accountability.** Accountability is multifaceted and multidimensional. School social workers are professionally accountable to their employers, co-workers, and clients for the services they provide. Within these three broad areas are subgroups with which social workers also must effectively communicate. This diversity necessitates that the worker develop different methods of illustrating his/her accountability to keep the different levels of these systems properly informed.

   Documenting the positive outcomes resulting from the services provided is extremely important. School social workers will find it much easier to do this if they work in a planful manner, set attainable goals, and educate the school system to think realistically regarding what can be accomplished. This can be achieved by setting specific, measurable goals, progress toward which is visible to others. Thus, the worker educates the system within which he/she functions that major, dramatic changes are rarely achieved instanteously. At the same time, progress can be viewed and confirmed by many.

   Most school personnel believe that it is the school social worker's role to deal with the really difficult problems. The level of effectiveness in resolving these problems is one of many methods which may be used to assess the worker's accountability. Therefore, school social workers need to identify and reach agreement with significant persons in the groups named earlier (employers, co-workers, and clients) as to which of the many potential problems the worker should address. It is difficult for anyone to be accountable to a principal who expects the worker to be educating a local community agency staff on how to best collaborate with the school system while the worker is diligently attempting to reduce the incidence of fighting in the halls. Both are creditable activities, but, in this case, the principal would perceive only one as "accountable."

   Accountability takes many other shapes. To the secretary, it means being informed regarding where the school social worker intends to be and how to reach him/her if necessary. This is especially important if the worker is deviating from the regular schedule such as in an emergency situation or when conducting a visit to consult with a community agency. A high degree of accountability is thus portrayed to others within the educational community when someone knows where the school social worker can be located and how to contact him or her if necessary.

   Accountability also means providing only pertinent information. Superintendents and other central office administrators may require only general information regarding time and effort spent throughout the district/cooperative. This information need not necessarily be specific to individual buildings served. These administrators generally expect to be kept informed regarding broad, pervasive issues and the quantity of services provided. Principals, parents, teachers, fellow pupil personnel services team members, and the head school social worker have more of a need to know the focus, status, and impact of the workers' efforts, as well as how they are involved.

School social workers also need to examine how they can respond to demands for accountability without violating the confidentiality of their clients. A great deal of information may be gathered that is helpful to the school social worker, but irrelevant to others, in understanding a particular situation. A brief illustration follows. From interviewing the child, and confirmed when interviewing the parent, the social worker discovers that the child who acts irresponsibly at school is under a great deal of stress at home because she is forced to provide all the parenting for her younger siblings. The school social worker should relate that the child acts responsibly at home and would identify what approaches the school could attempt to increase her chances for educational success. It would not be necessary, in fact very inappropriate, for the school social worker to share the details verbally or in a report.

The school social worker is part of the educational team. As such, regular communication of pertinent information to all levels within the system is imperative if the school social worker expects to be viewed as accountable and productive.

4. **Record Keeping.** School social workers need to maintain at least minimal records on individual situations. The needs of the school setting, federal and state regulations pertaining to privacy and review of records, as well as the constraints of time, have eliminated the old-style case record which contained extensive and inconsequential details of past history and the worker's speculation regarding the case.

   School social workers are part of the educational system and, as such, should work with school-related problems. Only facts significant to school aspects of the student's life need to be recorded in official files. It is recommended that such a record include, in addition to identifying data: (1) the reason for referral; (2) the period of time spent in contact; (3) significant others contacted, e.g., family members, other agencies, etc.; (4) a statement of the problem based on the school social worker's assessment; (5) a plan for intervention; and (6) a statement of status at termination. It must be remembered that a client's rights to confidentiality must be observed in all record keeping. School social workers are encouraged to obtain and study copies of legislation affecting this area of practice. (NCSCSSW, 1981)

5. **Staff Allocation.** The rights of *all* students in a district to have access to school social work services have been emphasized by the Illinois State Board of Education and reinforced by federal regulations regarding handicapped pupils. Social and emotional problems which interfere with a student's ability to make use of educational opportunities are considered handicapping. Traditionally, school social workers have addressed and served the needs of all children in the school system including children of all socioeconomic backgrounds, cultural variations, and intellectual abilities.

   Other factors which must be considered when determining the appropriate number of school social workers needed and how to allocate them include the area covered—large rural areas require considerably more travel time than metropolitan areas—and the other community resources available to students/families. A thorough needs assessment of the district should be conducted to determine numbers of all pupil personnel service workers needed to serve students. Such a needs assessment should include the characteristics of the community, educational system, student population, staff, and level of community services available. Further, expectations of what the role and function is of the school social work staff as perceived by all the groups represented in this list, including the workers themselves, must be included. (National Council of State Consultants for School Social Work Services, 1981.) School social workers would then work in conjunction with administrators in setting expectations for priorities and workloads generated from the results of the needs assessment.

   Many methods for allocating staff have been utilized to varying degrees of success. The needs assessment method described above should be designed to provide sufficient data to document whether the system currently in use is appropriate or a different method of allocating staff should prevail. Some methods for staff allocation include numbers of buildings served, number of students, number of districts served, students grouped by age, students grouped by grade level, number of teachers/staff served, types of problems, categories of students (e.g. handicapped only, gifted only, Chapter I eligible pupils only...), specific expertise of the staff (one person may work better with young students, and another at consultation), and combinations of the above. This list is obviously not exhaustive.

   For the best allocation, the school social work staff should be involved in designing the needs assessment, evaluating the results, and developing a plan for allocating staff, resources. Staff knows their own strengths and weaknesses best; they will ultimately be more enthusiastic about providing services in difficult situations if they themselves participate in all the steps in the process.

6. **Prioritizing Services.** This document relates many approaches by which school social work departments, large or small, may increase their efficiency and effectiveness while also enhancing others' perceptions of the quality of services. Another example of how to accomplish these desirable outcomes is to list and prioritize the array of all possible services.

After conducting a needs assessment, determining the skills and expertise of the staff, and projecting the time and energy required to accomplish the school social work department's goals and objectives, a decision must be made regarding which efforts or projects should take precedence. This involves assessing each component of the department's program with regard to a number of criteria. These include, but are not limited to, the potential impact of the activity, mandates involved, cost, opportunity for success, level of need, staff time and skills required, administrative sanction, and degree of community support. A final factor to be considered in prioritizing school social work services concerns worker morale. In order to prevent professional burnout, every school social worker should be involved in at least one activity which he/she finds personally and professionally satisfying.

The general pattern for prioritizing school social work programs should reflect the following delineations depending on local needs and resources. The assessment criteria described above were employed to formulate this model of service priorities. The first item is given highest priority and is followed in descending order by those services which are of lesser priority.

School Social Work Services Priorities

a) Emergency/crisis intervention
b) Mandates
c) Teaming
d) Consultation
e) Referral to outside agencies
f) Program development
g) Liaison work
h) Staff inservice
i) Classroom intervention
j) Group work with parents or students
k) Individual counseling with parents or students

In utilizing this model, the school social work staff maximize their potential for successful and meaningful impact on the school community, while minimizing the danger of being viewed as ineffective "saviors." Setting realistic and sensible service priorities based on maximum output provides, as well, for more rational expectations from all involved: teachers, administrators, students, and the community. It helps the individual social worker explain why one aspect of services was provided, rather than another. Without a systematic prioritization of services shared with the school administrators and staff, the school social worker runs the very real risk of being perceived as purposeless, ineffective, and, ultimately, expendable.

7. **Supervision.** Professional and administrative supervision of the school social work staff and program is necessary for effective and efficient fulfillment of program goals. Competent supervision promotes the staff's professional growth and the program's maturity. In school social work, the term "supervision" incorporates activities performed in at least two spheres of influence and/or administrative levels. These are: 1) line supervision and 2) technical assistance supervision.

Line supervision includes the on-site, day to day supervision of staff as they perform their regular duties. Typical staff providing line supervision include the building principal and/or the pupil personnel services program administrator. This administrator need not be technically proficient in the practice of school social work and is ordinarily responsible for supervising multiple staff disciplines throughout the school day.

Technical assistance supervision, on the other hand, requires a specialized knowledge base and experience in the practice of school social work. This provider requires sufficient expertise to respond to staff school social work needs regarding a wide variety of practice issues such as use of appropriate techniques, best practices, case consultation, and skill building.

Supervisory time should be allocated on a regular basis, be sufficiently frequent to meet workers' needs, and include provision for emergency needs. A school social worker with appropriate skills and certification, designated as supervisor, should assume this responsibility. Experienced school social workers have a continuing need for professional growth. It is also the responsibility of the supervisor to provide leadership in the development of ongoing educational opportunities, inservice training, and collaborative work experiences so as to stimulate good school social work practice. Workshops on effective school social work practices, general education, education for handicapped, and community social problems are very helpful. Such ongoing staff development should be an integral part of the overall school social work plan facilitated by the supervisor. The school social work supervisor/coordinator/department chairperson is the proper staff person to provide this technical assistance supervision.

School social work staffs should have periodic meetings during the year to discuss specific concerns and problems and should share in meetings designated for all educational personnel. In areas where only one school social worker is on the staff, provision should be made for meetings with other school social workers from adjoining districts or joint agreements.

Many school district and joint agreement school social work staffs are sufficiently large to require an on-staff school social work coordinator for effective programmatic operation. However, when a district's staff is too small to warrant the employment of its own school social work supervisor, technical assistance supervision may be provided through an agreement with another school district, a group of districts, joint agreement, or regional program. The relationship between the administration, line supervision, and technical assistance supervision regarding the authority and responsibility of each position may vary from district to district and be addressed by articles of agreement, board policies, and/or written administrative procedures.

Educational Legislation and School Social Work Practice

Significant educational legislation of paramount importance has emerged during the past two decades and will probably continue to do so. Knowledge of federal and state legislation/policy/litigation influencing the educational process is imperative for all school social workers.

An overwhelming theme in the most recent litigation and educational legislation is the inclusion of due process procedures. The rights of parents and students have received considerable attention. Practitioners should be knowledgeable of their district's specific procedures as they relate to such diverse areas as special education placement and programming, curriculum changes which have a direct impact on a specific student's educational program, suspension, expulsion, corporal punishment, and truancy. They also have the professional responsibility to inform parents and students of their rights in these areas, as do all members of the educational staff. Not only should the school social worker communicate these rights, he/she should also explain specific school procedures as they relate to the area of concern.

Legislation, such as the Family Educational Rights and Privacy Act, allows parental access to school records. The provisions of this legislation include parents' rights to inspect and review all official records, files, and data directly related to their child. Parents also now have the right to challenge the content of school records. The worker must be extremely careful not to present any information which impairs the confidentiality rights of the client and family. Information shared in reports with other staff and at staffings must be focused on interpreting all the data collected by the worker, rather than sharing specific details and expecting others to interpret the details correctly.

The Education for All Handicapped Children Act (P.L. 94-142) has had a profound impact on the public schools and their supportive service personnel. School social workers in this state, as well as across the nation, are making a significant contribution in assisting the school in carrying out the intent of this law. The legislation includes such assurances as an appropriate special education program for handicapped students who require it, maintenance of an individual educational program (IEP) for handicapped children, a guaranteed due process procedure, and assurance of nondiscriminatory, nonbiased evaluation.

The following scenario delineates some of the procedures the worker is involved in when carrying out the legislation's intent. It has underscored the need for involving school social work services in the entire process from identification through evaluation to programming.

1. **Casefinding.** The school social worker, because of his/her strategic position as liaison among school, community, and home, is available for handling referrals on students needing specialized services. It is the school social worker's professional responsibility to maintain visibility and communication in relation to referral sources and to bring attention to the kinds of services the school can provide students.

2. **Assessment process.** The social development study process involves information gathering and data collection for purposes of prescriptive planning. The depth or procedure of a specific student's assessment may vary from case to case. The final product of this process is a written report and its explanation at the multidisciplinary staffing. A detailed discussion of this process and sample reporting format can be found elsewhere in this manual.

3. **Contribution to the multidisciplinary staffing.** An accurate description of the student's strengths and weaknesses, considering various environmental conditions, is of extreme importance. A great deal of caution should be exercised during the staffing to ensure that a total picture of the student in and outside the school environment is articulated. The school social worker contributes knowledge of family and student, a summary of strengths and weaknesses, and information concerning community agencies and resources.

4. **Direct services.** The school social worker may also provide related services directly to students and parents. Examples include supportive counseling for students and parents, interpretation of due process procedures to parents, explanation of prescriptive programming to parents, planning and conducting educational meetings with parents to increase their knowledge about their children's development and the IEP process, assistance to parents and staff in developing new and healthier expectations regarding specific students, and working with students in the classroom. Many other examples of school social work activities described in IEP's could be delineated.

The above list of school social work functions and roles in carrying out legislative intent is by no means exhaustive, but represents examples of how school social workers must translate educational legislation into practice. Competent school social workers will acquire personal copies of all relevant regulations and legislation, federal and state, affecting students and schools. Further, they will make a concerted effort to obtain correct interpretations and then explain them to others who are less knowledgeable. Above all, school social workers must be careful not to allow educational programs and priorities to be totally determined solely on the basis of funding sources and legislative changes.

Questions the School Social Worker Should Ask of Proposed and Enacted Educational Legislation/Litigation

1. What is the intent/goal?
2. What are the major provisions?
3. Who are the targets of service?
4. What impact will it have on the school's organization?
5. What is the impact on present resources/staff?
6. How will it influence and/or redefine resources/staff, i.e., roles and functions?
7. What are the specific implications for school social work practice?
8. What opportunities exist for utilizing new and innovative approaches in carrying out the intent of the legislation?
9. What are the implications for interdisciplinary teaming?
10. What role do parents and community play?
11. What funds are provided?
12. What restrictions are placed on use of funds?

The processes described in this section can be utilized when serving any student, handicapped or not. It is required that school social workers serve all of the students encompassed in schools. School administrators must be cautious not to confine school social work services to one particular population. The services a school social worker provides must address and be responsive to the needs of all students including gifted students; neglected and abused students; handicapped students; students with emotional illnesses; and students from various ethnic, racial, and socioeconomic backgrounds.

Chapter 3
Delivery of Services

The primary tasks of the school social worker are to help students make the best use of what the school has to offer and to develop their individual potential to the fullest extent. The school social worker brings to the educational process an understanding of the psychosocial development of children and the influences of family, community, and cultural difference as they interact with the educational processes. Further, the school social worker brings the necessary skills to help students deal with the resultant conflicts that emerge. School social work is founded on the following premises:

- —Definite reasons exist why some students are not successful in school and frequently exhibit undesirable behavior.
- —Parents should be assisted to utilize those school and community resources which can help their child improve in school.
- —Parents should be encouraged to learn more about the school and the education their child is receiving.
- —Schools should listen to and respect the feelings and sensitivities of pupils and parents.
- —Education becomes a successful experience for those pupils who are helped to overcome the social and emotional problems interfering with their normal adjustment and achievement in school.
- —Special education and related services must be provided for those students with physical, mental, social, emotional, or other educational handicaps.

School Social Work Functions

The degree to which individual school social workers participate in certain activities will vary according to the program, the individual professional, and the particular school year. Social workers may quite reasonably change their emphasis from one year to the next as they attend to changes in priorities of service. The list of functions described below is neither comprehensive nor restrictive. School social workers should function in those ways that will best achieve the objectives of the program based on the current needs assessment, the school social work program's goals and priorities, and the district's goals and priorities.

Annual clarification of expectations and areas of priority for the school social work program is as essential as the initial planning. Because school social workers may perform so many functions, their responsibilities should be clearly prioritized and delineated. Tasks will vary depending on the training of the professional, the needs of each community, and the specific school being served. The following, which is neither comprehensive nor restrictive, is a list of functions a school social worker may perform:

- —Participates in the identification and solution of school problems.
- —Consults with classroom teachers to help them better understand and work with particular students or manage particular classes of students.
- —Evaluates students for potential school social work service provision.
- —Organizes and/or participates in inservice training programs.
- —Evaluates students for special education placement.
- —Consults with administrators and teachers on broad areas of mental health.
- —Maintains up-to-date knowledge of Illinois and federal legislation and regulations affecting children in both school and community environments.
- —Participates in the development of needed community services.
- —Provides written and oral reports regarding the school social work program to the school and community.
- —Represents the school in the social concerns of the community.
- —Attends to crisis situations.
- —Interprets school social work services to the community.
- —Disseminates information to student groups.
- —Supervises school social work interns.
- —Participates in school research.
- —Serves as a liaison between schools, families, and community agencies.
- —Provides group-work services to students.
- —Works with parents as individuals or in groups.
- —Works with family groups.
- —Participates in case conferences with other school specialists such as school guidance counselors, school psychologists, school nurses...
- —Provides short-term individual casework services to students.
- —Provides long-term individual casework services to students.

—Plans and provides public relations activities.

—Works with noneducational specialists such as physicians, clinical psychologists and psychiatrists.

—Practices professional renewal through a variety of means such as attending regional and national conferences, participating in professional school social work organizations, and contributing literature to the field of school social work and education.

These functions can be summarized into the following basic areas of special expertise:

1. Problem identification
2. Family dynamics
3. School-community liaison
4. Group dynamics
5. Individual services (for students, parents, and staff)
6. Assessment
7. Techniques for planned change
8. Consultation and collaboration

Relationship between School Social Workers and Other School Personnel

School social work is one dimension of a multidisciplinary school team. It is, therefore, imperative that school social workers develop effective relationships for working cooperatively and collaboratively with members of the other disciplines. Some general guidelines for the accomplishment of these relationships would include:

—Recognition that education is a mutual effort and that the effectiveness of any one discipline is determined by the effectiveness of the interaction with the others.

—Appreciation of the particular skills each team member brings to the team.

—Interpretation of the roles and responsibilities of each discipline.

—Establishment of mutually agreeable working procedures.

—Development of lines of authority and responsibility.

—Development and maximum use of methods for communication.

Although it is important that members of each discipline be clearly aware of the contributions that they and others can make, it is equally important that role distinction does not interfere with overall team functioning. The most effective working relationships are based on mutual purpose, mutual respect, and flexibility.

Targets of Service

School social workers must assess the needs of each situation and the problems inherent within each situation to determine the proper focus of service. This means that the targets of service will vary from referral to referral and from problem to problem. It further implies that all those within the school and its community are potential targets of service. It must be remembered that several targets of service are often simultaneously the focus of school social work intervention. Thus, targets of service might include, but are not limited to, the following:

1. **Students.** Traditional school social work services have tended to focus primarily on individual students and their adaptations to the school environment. Although still considered to be a viable, albeit time consuming, approach, educational systems are increasingly recognizing that the identification of target groups of students—students who are experiencing similar difficulties—is a much more effective method for resolving common problems. Because school social workers are frequently responsible for too many students and school buildings, attempting to assist numbers of students with similar problems makes far more efficient use of the worker's time and talents than does providing services only for individuals.

2. **Parents.** It is essential that parents be involved in the processes of educating and helping their children. Parents are a key source of support for both encouraging and developing new educational programs and instilling positive attitudes toward learning within their children. The school social worker can help increase parents' knowledge of potential educational changes and provide them with the opportunity to give feedback regarding important issues in education and curriculum development. The worker will often work with parents to increase their understanding of their children, their children's needs at specific stages in their lives, and their children's behavior. These goals can be accomplished through individual contact or by developing a group(s) of parents utilizing group work intervention techniques. The school social worker is in a key position for facilitating positive communication between the school and the parents. By so doing, the worker can better address the needs of students.

3. **Classrooms.** The classroom is another important arena for school social work intervention. The classroom setting provides an opportunity to reach larger numbers of students and to prevent problems for groups of students before they occur. School social workers should constantly search for creative and innovative ways to assist classroom teachers. Classroom intervention necessitates prior consultation and collaboration with the teacher and other supportive service personnel while helping the school social worker be more visible and more closely linked with the defined goals of education.

4. **The School District.** In an attempt to deliver responsive and diverse services to students, families, and educational staff, insufficient attention is often paid to the problems that occur within and across the various levels of a school district. Sometimes articulation is lacking between levels; school social workers are able to readily observe this because they often serve more than one building. Two examples of such problems which can be addressed by the system are the anxiety of some students when moving from the elementary to the secondary level and the problems caused by the reduced frequency of special classes at the secondary level compared to the level of special services and programs at the elementary level. Individual building or districtwide polices/procedures may be unwittingly interfering with a contingent of the student population's ability to maximize their educational experiences.

5. **Staff.** The educational staff is also an important target of school social work service. Members of the staff may feel isolated from community and parents and thus may not always respond adequately to the unique needs of student groups. School social workers must maintain open communication, sensitivity to staff needs, and an understanding of their position in carrying out the educational process. The school social worker, along with other pupil personnel staff, can organize and provide inservice training, workshops, and other opportunities to improve the functioning of the educational staff. Often this group needs feedback and an opportunity for dialogue with other staff. A support system can be most helpful to their functioning. It is through such activities as inservice training, workshops, consultation, and working with teachers in their classrooms that positive growth in the interactions of educational staff, pupil groups, community, and parents can be enhanced.

6. **Community.** The school social worker may find that the problems found among target groups of students may be interacting with and/or supported by community conditions. It is essential that the school social worker know and understand the unique aspects of both the school and the community. Along with other pupil personnel services workers, school social workers should be encouraged to provide support for and assistance to the community in its development. Working with community agencies, attempting to develop needed community resources not presently available, and serving on local agency boards having the responsibility of providing services to students and their families are decidedly appropriate roles for the practitioner. Through such activities, the school social worker can help to develop and perform both preventive and remedial services.

   The community's attitude toward the school often has a direct relationship to how students view the institution. Thus, by encouraging better school-community relations, the social worker may also be improving pupils' attitudes toward the learning process.

   The school social worker can facilitate the effective utilization of existing community resources to meet the needs of students and, as stated earlier, should assist in developing services which are needed but unavailable. To this end, school social workers must be knowledgeable of the available resources, including services and personnel in the community and surrounding area, and how to access them. Good practice dictates that after making a referral, the worker should maintain communication with the resource agency so that the school and the agency continue to work together effectively. Of course, as a liaison between the school and community, the school social worker must carefully observe confidentiality.

   The six targets of service enumerated above may also be viewed as targets of support. This suggests that school social workers may view each of these targets differently, at various times, as they seek to provide services.

Models of School Social Work Practice

Since the range of problems that school social workers encounter is so diverse, it is important for them to be knowledgeable about a variety of school social work methods and models. This manual is advocating no single model of school social work practice in isolation. Often, a functional overlap and interchange among several models does occur. The combination of the type of problem, available resources, and school social work program goals will determine which model should be selected as the primary conceptual framework. The most frequently described models in the literature are the Community-School, Social Interaction, Clinical, and School-Community-Pupil Relations models. These models are explained on the following pages including a statement concerning the respective goals, focus, theoretical basis, evaluation procedures, and implications for social work practice for each.

1. **Community-School Model**

   Goals. The four major goals of the community-school model are to: a) develop community understanding and support for the local school system, b) develop school based programs for assisting disadvantaged students, c) alleviate conditions of deprivation within the school environment which affect students' learning and social functioning capacities, and d) educate the whole child.

   Focus. The focus of this model is on deprived and/or disadvantaged communities whose goals and norms are generally at variance with the school system's, have less understanding of the school, and are most mistrustful of it. An emphasis is placed upon interpreting the role of the school to the community and explaining the dynamics of the community and the operant societal factors to school officials and staff. School social workers using this approach focus on alleviating conditions of deprivation affecting the student's capacities to learn and function in a socially acceptable fashion while attending school.

Supporting Theories. Modern practice theories used to support the model include systems theory, community organization theory, and organizational theory.

Assessment Procedures. School social workers utilizing this practice model must study and evaluate school-community relations and conditions relative to the educational process, evaluate the school-community interactional processes, and analyze problems related to dysfunctional interaction and gaps in communication.

Service Plan Development. The school social work staff determines the service plan through continuing consultation with school officials, pupil personnel services team members, other educational staff, and community members. Individual staff may control prioritizing intervention efforts and choose which areas should receive immediate attention. A written document such as a contract or activity form is usually recommended.

Personnel Development. The use of an interdisciplinary team approach is crucial in the community-school model in order to allow for flexibility and varying perspectives related to the problem- solving process. Ongoing staff development is important to enable existing school social work personnel to develop the knowledge and skills requisite for the community-school model. (Alderson, 1972)

2. **Social Interaction Model**

Goals. The three main goals of the social interaction model are to: a) detect obstacles hindering healthy patterns of interaction among the school system, the community, and the students; b) help the three groups to recognize their common ground; and c) work toward reducing the identified obstacles. The intent, therefore, is to planfully reduce the incidence and impact of any dysfunctional communications.

Focus. The focus of this model is on dysfunctional relationships among the school, community, and student population systems. In viewing these various systems as clients, rather than only individuals within each system, the worker makes concerted efforts to enhance the functioning of these systems. The model places more emphasis on mediation, than on the advocacy process. The target system varies from time to time, and no specific method is advocated; mediation is the focus.

Supporting Theories. Modern practice theories which are used to support the model include systems theory, Swartz's theory of groupwork practice, and communication theory.

Assessment Procedures. School social workers, utilizing this practice model, study and evaluate sources related to dysfunctional relationships. The worker applies problem-solving techniques to ascertain the operant dynamics which need to be addressed. These techniques should constitute a process characterized by comprehensive, open-ended thinking. The model requires the worker to take an action-oriented approach based on the assessment of the client or client groups and the nature of their interaction.

Service Plan Development. The school social work staff determines the service plan by analyzing the critical systems, their quality, and level of understanding. Implementation of the service plan may necessitate differential tasks and use of team members. The workers may have control over the focus of the intervention. A written plan of action is recommended.

Personnel Development. The use of an interdisciplinary team approach, especially in the assessment stage, maximizes the understanding of the operating dynamics. This model also lends itself to differential assignment of tasks. Staff at various levels within the educational system can influence the factors creating dysfunctional interaction among the three groups. (Alderson, 1972)

3. **Clinical Model**

Goals. The two main goals of the clinical model are to: a) effect change in the client, usually considered to be the student or the parent, and b) effect change in the client's personal situation. The underlying premise is that the new behavior or situation caused by the social worker's involvement will help the student adapt better to the school environment.

Focus. The focus of this model is on the individual pupil. The student's, or his family's, social and emotional characteristics are seen as playing a primary part in the student's school difficulties.

Supporting Theory. The practice theory which is used to support the model is psychosocial ego psychology.

Assessment Procedures. School social workers, utilizing this practice model, study and evaluate the psychosocial factors which prevent a student from adjusting to school as each student is referred individually for service. The worker monitors the personal characteristics, attitudes, and behaviors of the student who has been referred, assesses the interpersonal problems within family relationships or peer groups, and reads teachers' and other pupil specialists' reports concerning the student's problem before developing a service plan.

Service Plan Development. The school social worker has very little freedom to develop the service plan in this model. It is largely determined by the referring agents who expect to see behavioral change occur in each individual student referred for service. The school social worker does, however, have freedom to develop the specific approach he/she will use to encourage the expected behavioral change.

Personnel Development. The school social worker may be a member of a formally organized team for the purpose of studying, diagnosing, and treating students. More frequently, though, the social worker is assigned individually to one school building, several buildings, a total school district, or even more than one district. The use of the clinical model places an emphasis on case consultation and supervision. (Costin, 1975)

4. **School-Community-Pupil Relations Model**

Goals. The main goal of the school-community-pupil relations model is to bring about positive change in the way these three systems interact. The school social worker's efforts are designed to alleviate stress and facilitate an effective use of learning opportunities by students.

Focus. The focus of this model is on those school system and community characteristics which negatively impact on students' gaining the most from their educational experience.

Supporting Theory. The modern practice theory which is used to support the model is the social learning systems theory and some of its derivatives such as organization development, situation theory, and classification of role and system problems.

Assessment Procedures. School social workers, utilizing this practice model, study and evaluate the interaction between students and school-community conditions as these affect equality of educational opportunity for target groups of students. The school social work staff, along with the other pupil personnel service team members, employ the needs assessment approach to identify real, underlying problems. Workers, using this model, plan consultation with administrators, teachers, other school personnel, students, and their parents as part of the needs assessment and problem resolution process.

Service Plan Development. The school social work staff determines the service plan by analyzing the data generated by the needs assessment and through continuing consultation with administrators, teachers, other school personnel, and concerned community members.

It is important that a written plan be shared with administrators and others whose participation and support is essential. This plan should be time-specific to enhance evaluating the outcomes and making needed adjustments.

Personnel Development. The individuals on the school social work staff are members of a pupil specialist team often comprised of professionals from various disciplines. This model requires maximum flexibility within the team to allow for differentiation of skills as a unified approach to problem-solving is maintained. The school-community-pupil relations model emphasizes open sharing of information and ideas among team members and other potential helping persons. (Costin, 1975)

Some social work activities are germane to all four of the models presented. The most significant difference in the models is the perspective from which school social workers view the problems. For example, the Clinical Model emphasizes working with individual students whom the staff feel have adjustment problems and/or emotional difficulties that block attainment of their potential in school. In contrast, the School-Community-Pupil Relations Model focuses on the characteristics and interaction among the schools, community, and students and attempts to reduce the incidence of dysfunctional interaction. Where the Clinical Model considers only the student to be the client, the School-Community-Pupil Relations Model considers any or all three groups as clients and the legitimate targets of school social work intervention. Further, the Social Interaction Model utilizes mediation to resolve differences between the individual and the society, while the Community-School Model concentrates on dysfunctional relationships between the educational system and the community.

Each of the models discussed above varies in terms of its reliance upon teaming. Because school social workers represent one of several supportive services, it is critical that they consistently link, collaborate, and consult with other supportive personnel in the resolution of problems encountered in the school setting.

The following case example illustrates two contrasting approaches for school social work intervention utilizing the Clinical Model and the School-Community-Pupil Relations Model as the theoretical bases. An eleven- year-old girl has been referred because her teacher finds her difficult to control in the classroom. She attends school sporadically, remaining at home when not in school. Consequently, her grades suffer and she has infrequent peer contact. She is a middle child whose mother is chronically ill. Her father is sporadically unemployed, but is currently a blue-collar worker in their small town.

The social worker using the Clinical Model approach would begin by conducting an in-depth assessment/study of the girl's psychosocial and/or emotional characteristics and her home environment. From this analysis the worker would develop a social work service plan. The social worker might determine that the family situation caused the problems and thus refer the family for family therapy, financial assistance, or homemaker services. If the traditional format were used, the social worker would also meet weekly with the student to provide direct counseling services. The goal would be to help her modify her in-school behaviors and to adapt to the school environment as well as to reduce the effects of some home-related pressures.

The school social worker using the School-Community-Pupil Relations Model approach would not only attend to the girl's home situation, but also to conditions in all her environments—school, community, and home—which were interacting to inhibit her school success. The school social worker would conduct an extensive social developmental study to assess how enviromental factors affect her success in the educational system. The assessment process used in the School-Community-Pupil Relations Model would include not only an evaluation of her psychosocial and emotional characteristics and the home environment, but also the school environment, the community environment, her adaptive behavior in various environments, and her health, developmental, and educational histories. The school social worker would note similar cases and work toward increasing the attractiveness of school for students with similar problems. If the problem seemed to result from the referring teachers' rejection of the girl and/or other groups of students because they did not adjust well, the worker might conduct inservice training for the staff to enhance teachers' understanding of how their own attitudes and classroom management techniques could be causing difficulties for students.

As stated earlier, the school social worker should not limit practice to one approach or model. Many approaches can be utilized in providing effective social work services in the public schools. A common problem is that practitioners in school settings frequently provide services without having sufficient time to reflect on the impact of their services or on how they could utilize different approaches to problems so as to reach more persons in need of assistance. The lack of opportunity to conceptualize problems and to plan appropriate responses can be attributed to the school social worker's typically heavy workload, particularly with multiple building assignments and high student-to-teacher ratios. As part of their professional responsibilities, however, school social workers should constantly seek new ways to deliver services that will enhance their efficiency and effectiveness.

When selecting the intervention strategy and the model of practice to follow, school social workers should ask themselves the following questions.

1. What is the apparent problem?
2. Who has to determine that a problem exists?
3. Who are the key and/or significant individuals in this situation according to the judgment of the school social worker and the team?
4. Could one or more of the significant individuals (e.g., family members, community members, pupils, educational staff) be the cause of the problem?
5. If one or more of the significant individuals is the cause of the problem, how do their relationships overlap?
6. What environmental conditions could be operating to cause the problem?
7. What models or theories are appropriate for resolving the problem?
8. Does the selected model and/or theory allow for interventions that will address all of the significant individuals who might contribute to the problem?
9. How will the school social worker implement the model and/or approach?
10. What will be the role of the other pupil personnel services?
11. How will the school social worker divide the tasks among the pupil personnel services team?
12. How will the school social worker monitor progress?
13. How will the school social worker evaluate outcomes?
14. How will the school social worker redefine goals and objectives if the expected results fail to materialize?
15. How will the school social worker provide preventative services to keep such problems from recurring?
16. How will the school social worker influence the systems involved to change sufficiently to keep such problems from recurring?

It is crucial that school social workers remain objective in their selection of theoretical approaches and/or models. No one model will suffice in all circumstances. Practitioners should first strive to conceptualize the problem clearly, with the model or intervention strategy emerging from this process, rather than vice versa.

Areas of Emphasis

The practice of school social work is one of the most varied, demanding fields in the social work profession. Practicing effectively in the school setting demands a breadth of expertise not expected in most other settings. Good school social workers must be creative and resourceful. One way of viewing what a school social worker does is to list the wide variety of roles and functions pursued in this specialization, as was set forth earlier in this manual. Another method is to discuss the many areas of emphasis the job entails highlighting some recommended practices under each.

1. **Teaming.** If the purpose of schools is to educate students to their fullest potential, then the purposes of pupil personnel services are to: a) ascertain student potential, and b) help students to effectively utilize that potential. Considered in this light, teaming is imperative. Each discipline brings to the team some specialized skills and knowledge, some unique talents and capabilities. Quarrels over "turf" can only limit services, not extend them. The focus should always be on the best interests of the student and on which team member can meet those interests at a particular point in time and place.

   School social workers, by training and experience, should be competent in the teaming skills of communication and problem solving. Successful teaming in the schools requires a child-focused approach, precise clarification of who will do what and when, and a clear-cut plan for necessary follow-up. The composition of the team may vary depending on the district and individual school, but the goal remains the same — to bring together the expertise available that will serve the student and his/her educational needs in the best and most effective way.

The team is not a static group. Rather, it is fluid and allows other significant people to participate in the resolution of problems. Extending the team outside of the school to include appropriate community resources is traditionally a school social work function. It is most desirable to build an effective network not only of agencies, but also of specific individuals within agencies that have an understanding of the school environment. The juvenile court, police, public and private health, and social agencies, as well as community service groups, may be used to extend the team. The successful coordination of such a community network should be one of the goals and responsibilities of the school social worker.

2. **Consultation.** A major role the school social worker plays in the modern educational system is as a consultant, and confidant to staff at all levels. When acting as a consultant, the worker has the potential to affect entire classrooms or school buildings for years to come by being the catalyst for improvement in a teacher(s) or administrator(s).

   To consult means to talk *with*, not *at* the client, and to jointly plan alternatives designed to reduce or eliminate a problem. The consultee must always have the freedom to reject suggestions. In order to maintain credibility, the school social worker must be able to view the problem from the other person's point of view, while keeping in mind constraints that the classroom and the public school setting place on the situation.

   The worker's first step is to make sure he/she really understands the problem. In other words, a good consultant listens not only to what is said, but also to what is not said. The consultant must be aware of the environment of the problem. A student with a unique sense of humor may be a delight in a one-to-one situation, but a real disaster in a classroom of 30 other students. A realistic approach to available resources is necessary. For example, isolation may be a useful recommendation. However, if a classroom has no location for a safe, supervised form of isolation, such a recommendation is meaningless to a teacher. Finally, suggested solutions have to match the characteristics of the person implementing them. The ability to ignore negative behavior is totally foreign to some teachers and an approach they would find difficult to carry out.

3. **Community Organization.** Community organization skills are very much a part of the competent school social worker's repertoire. Sometimes school districts expect their social workers to deal with what are perceived as in-school problems only, not realizing that certain community problems are issues that the district should be concerned with as well. They must be educated to the fact that devoting employee staff time to develop well-baby clinics, testifying at city council meetings on the need for more youth- oriented recreation facilities, and working with the local parent-teacher organization on a project will help improve the students' ability to remain in school and benefit more from their educational experience.

   School social workers become very much aware of unmet needs because they work with a true cross-section of the community. The school social worker is expected to know the number of pregnant teenage girls in the community and the number of students who come to school without breakfast or warm coats. They are acutely aware of the number of students who are left unsupervised after school or who are suffering from the trauma of divorce or abandonment. Thus, the school social worker can often provide the appropriate information and expertise to develop programs that will be responsive to school/community problems.

   The school system itself can be viewed as a community. When this approach is taken, it becomes practical to combine the tasks of helping individual students with those of dealing with community problems. The worker may organize groups to assist students in dealing with family problems, divorce, or teenage parenthood in an effort to remediate school, as well as community, concerns.

4. **Working with Students in Groups.** The school social worker may prefer to form groups in order to provide direct service to a larger number of students than he/she could serve through individual counseling. A group should be organized in response to a clearly identified and expressed need. This purpose must be made clear to all involved — teachers, administrators, and group members. Lack of clarity or differing views of the purpose can quickly cause the effort to fail.

   The school social worker must make every effort to insure that group work goals and educational goals are perceived as being consistent. Staff and interested community people may not always understand that the focus of the group work activity is educationally related. This necessitates explaining to them how the group process will enhance the student's ability to gain from his/her educational experience. The school social worker can facilitate understanding by including a discussion on groups in the school setting at an in-service for staff prior to instituting groups. Whether or not the worker has conducted a formal inservice, however, he/she should seek out input from staff regarding the purpose, duration, composition, and prospective ground rules prior to initiating a new group. Seeking input from others tends to foster support and thus offers a greater likelihood for success.

   For a group to be successful, it must be designed to meet the school district's objectives. However, no group can succeed unless the participating students perceive that their needs are being met as well. Once the group's potential composition has been determined, the experienced group worker will talk with each student individually in order to make an evaluation of each student's suitability and to allow the student the opportunity for determining whether he/she desires to participate.

   Successful groups are goal-oriented and time-specific, and are comprised of a manageable number of participants. If the group is made up of students from different classrooms, the worker should schedule the group for a time that will cause the least loss of academic work for each student. This will often result in the teachers having a more positive outlook on the benefits of sending their students to the group.

Another approach to working with large numbers of students utilizing group processes and techniques is to work with an entire classroom. In this way, the school social worker can inservice the teacher about various, appropriate group processes and classroom management approaches while working with the class. A total class group may be conducted with the teacher as a co-leader, or at least as an observer. Teachers often find that after collaborating with the school social worker they are much more aware of the process and how it relates to the educational setting. Often, they will seek out the school social worker as an ongoing consultant from then on.

5. **Working with Individual Students.** Working with individual students in the school setting is not unlike working with individuals in any other setting. However, the interpretation of this activity to the rest of the school community may be quite different. Most school activities are group-based. Therefore, the purposes of one-to-one activity may need to be defined for school personnel, especially for the classroom teacher. The expectation is unrealistic, but not uncommon, that if the school social worker sees the student in a treatment relationship, the student should be quickly "cured." Realistically, the student may often exhibit greater problems for a period of time before positive change is observable. This phenomenon needs to be explained to and recognized by other school personnel.

   Seeing the social worker can be viewed as either a reward or a punishment by both peers and adults. Careful interpretation of the real purposes and goals of working with an individual student will prove beneficial to the student's progress. The impact of the attitudes of other students and adults in authority, such as teachers, deans, and principals, toward the relationship need to be addressed from the onset.

   Some students, regardless of age, are reluctant to immediately confide in the school social worker. Time is needed to build a trusting relationship in which the student feels sufficiently comfortable to meaningfully discuss pertinent issues. An appropriate technique often employed to foster confidence and a secure feeling includes the use of games, hand puppets, or individual activities such as playing catch or shooting baskets with the worker in the gym or on the playground. Other workers incorporate the use of art projects or tutorial activities for the same purpose. The school social worker who utilizes these techniques should make a concerted effort to interpret them to the rest of the school staff. Similarly, other staff are obligated to interpret their use of various texts, materials, and classroom management techniques to the social worker. This process ensures mutual understanding and effort directed toward the student gaining the most benefit from the school experience.

6. **Working with Parents.** Traditionally, communication problems between home and school have caused tensions and concerns. Unfortunately, most home/school communication centers around the student's problems. This can further intensify the problem. A more positive relationship is in the best interest of students. The school social worker can become the catalyst for this communication and, often, effectively mediate differences and misunderstandings.

   Parents have the right to be knowledgeably informed and to participate in developing their children's education. However, parents sometimes have negative attitudes about schools that are a carry-over from their own student experience. Such attitudes often inhibit open communication. The school social worker's role thus becomes one not only of advocacy, but also of helping to work through such barriers to communication for both parent and school personnel. The worker should use his/her social work skills to open communication and promote trust between these two important forces in the student's life.

   The school should not allow its occasional expectation that the school social worker should be able to "straighten out parents" and the parents' expectation of the reverse to become a "Catch 22" for the worker. Such a situation can be avoided by specific and clear interpretation of the goals of the school social worker's intervention. Ultimately, the district always retains the responsibility for clearly communicating with parents and including them in making educational decisions regarding their children even though the district may assign various staff members to assist in this process.

7. **The Social Developmental Study—An Educationally Centered Assessment.** Social workers in all settings have had much experience conducting a variety of social assessments designed to determine client needs which can be served by the employing agency. The employment setting and purpose for conducting any assessment naturally alters its content and form from what it would consist of in another employment setting. This is certainly true of the school setting.

   The purpose of a social developmental study (SDS) is to assist the educational team to understand the student, his/her in-school and out-of-school behavior, and how the many environments impact on the student so that team members may develop the best possible educational plan for the student. The focus of the SDS is, therefore, on the present with history emphasized only to the degree that it is significant to the student's current and future functioning in the school setting.

The social developmental study should not be confused with one of its component parts — the "social history." The social developmental study is much more comprehensive. School social workers need to assess information from all sources — parents, the student himself/herself, other significant people, involved agencies, teacher and staff observations, and their own observations — in order to develop a profile of the student's functioning and capabilities as a social being. A strong emphasis on assessment of the student's adaptive behaviors is needed to provide a balance to the more strictly intellectual measurements that are currently available. At the present time, few of the published adaptive behavior measurement instruments have had sufficient standardization and field-testing to always be considered valid and reliable. Consequently, the school social worker's evaluation of his/her interviews and observations, both in school and outside of the school setting, are extremely important components of the social developmental study.

The school social worker should include the following components when conducting a social development study.

a. Interview(s) of the student.
b. Interview of the teacher(s), current and previous.
c. Review of the student's cumulative folder.
d. In-school observations in areas such as classroom, halls, schoolground, lunchroom.
e. Out-of-school observation in the home or neighborhood.
f. Interview with parents and possibly other significant adults such as babysitter, grandparents...
g. Review of significant information from other sources such as Mental Health Clinic, medical records...
h. Administration of assessment instruments.

A very positive element of the social developmental study is the opportunity it gives parents to give and gain information about their child's school experience in a nonthreatening way so that they may be comfortable in their role as part of the educational team. The social development study also alerts the school social worker to the possible need for short-term interventions with either the student or the family, or for assistance through referral to other appropriate resources.

A report is essential. It is unrealistic to expect professionals from other disciplines, who have conducted their own assessments from their own fields of expertise, to be able to adequately digest and interpret data collected by the school social worker if it is not properly developed and written up. Professionals do not expect a dietician to evaluate a neurosurgeon's data and prepare a proper diagnosis. Obviously, the neurosurgeon is responsible for assessing the surgeon's own data, determining valid findings, and stating the appropriate measures/procedures necessary to resolve the patient's problem. The same is valid for any professional.

While conducting the average social developmental study does take time (approximately one and one half to two work days), its reporting can and should be relatively brief. A great deal of information is usually obtained through conducting the social developmental study. However, it is vital that school social workers remain focused on the primary purpose of the study when they decide what material will be shared about the student. The rules of confidentiality must be observed in all shared material. However, reports written relative to a multidisciplinary evaluation should state the reason(s) for the original referral, identify the assessment methods the school social worker used, relate only the educationally relevant findings, and close with the school social worker's recommendations for appropriate programming and services for the student under study. These reports should be problem and/or issue focused, educationally relevant, succinct, devoid of as much social work terminology as possible, and written in language readily understood by educational staff and parents. (NCSCSSWS 1981.)

Federal and state regulations require that all assessments conducted for the purpose of identifying potentially exceptional children be free from racial and/or cultural bias. The possibility of discriminatory practices in this regard are most evident with minority and non-English-speaking groups. Discriminatory practices have also been identified with the evaluations of former rural students recently enrolled in urban schools and students from a social class differing from the majority population. Thus, discriminatory practices can enter into any phase of the evaluation and involve any individual student. School systems are wise to recognize that school social workers have training and experience in identifying and explaining to others how discriminatory practices and bias affect the ability of a student to succeed to his/her fullest potential in school. Promoting the concept that the school social worker should conduct a quality social developmental study is one major effort the school system can undertake to insure that bias and discriminatory practices are reduced and eliminated.

8. **Measuring Adaptive Behavior.** A simplified definition of adaptive behavior is the effectiveness with which an individual functions independently and meets culturally imposed standards of personal and social responsibility. A sampling of the domains usually represented in an adaptive behavior instrument includes perceptual-motor, communication, self-help, socialization, application of academic principles, both inside and outside the school environment, and personal responsibility. Although the term adaptive behavior is relatively new, the concept has been noted in the literature and mental health practice prior to 1850.

The Rules and Regulations to Govern the Administration and Operation of Special Education requires that a social developmental study must be conducted in a case study evaluation. The regulations further specify that the social developmental study will include an assessment of the student's adaptive behavior and cultural background. The school social worker is identified as the professional who is to conduct this assessment because of the need for consistency in data collection and interpretation and as an outgrowth of the school social worker's formal training in patterns of normative behavior and cultural diversity.

Assessing a student's level of adaptive behavior is extremely important in order to insure that: 1) students from minority and culturally diverse groups are not represented disproportionately in special education classes and 2) students of all ages and cultural backgrounds are appropriately diagnosed and placed. Administration of an instrument is typically conducted through interviewing the parent(s) while collecting other data for the social developmental study. Great care must be taken to administer a given instrument appropriately. For instance, an assessment would be invalid if an instrument designed for use with institutionalized students aged five to nine is utilized for determining placement of a sixteen year-old noninstitutionalized student.

A local school district or cooperative agreement should weigh the following criteria when reviewing adaptive behavior instruments it is presently administering or considering for adoption.

a. Domains assessed
b. Norm group used to develop instrument
c. Instrument reliability and validity
d. Group for whom instrument is suited
e. Date instrument was originated
f. Date instrument was most recently updated
g. Ease of instrument administration
h. Method of instrument administration
i. Length of time needed to administer instrument
j. Ease of scoring and interpreting instrument

At least three ways currently exist for the school social worker to assess a student's level of adaptive behavior. They include utilizing non-normed measures, normed instruments, and a combination of the two. In all cases, merely collecting data without evaluating and reporting what the data means is of little benefit. The school social worker who collected the data is in the best position to interpret the data because throughout the data collection process, he/she has made mental as well as written notes which have bearing on the specifics of the data. Other individuals who would review the raw data would be missing this major element and, thus, be unable to evaluate it properly. The assessment of adaptive behavior is essential when conducting a nondiscriminatory evaluation. Listed below are some of the currently utilized normed or standardized procedures for assessing adaptive behavior. The final paragraph in this section discusses the informal method.

(1) **AAMD Adaptive Behavior Scale — Public School Version.** (1974 Revision). Lambert, Windmiller, Cole, and Figueroa, 1975.

In 1975, the Adaptive Behavior Scale (ABS) was adjusted for use in the public schools of California. The domains, subdomains, and items which could not be observed within the public school context were deleted with no items added in place of those deleted from the Institutional Version. The Public School Version includes 56 items on Part One. The Domestic Activity domain was omitted completely from the scale. The domain areas include: Independent Functioning, Physical Development, Economic Activity, Language Development, Numbers and Time, Vocational Activity, Self-Direction, Responsibility, and Socialization.

The Public School ABS is most suited for identifying the adaptive behavior levels of mild and moderately mentally handicapped students. It can only be used with students between the ages of seven years eight months and thirteen years two months.

Remediation programming is relatively easy to develop, provided the teacher is familiar with the test content. A student's areas of weakness are readily identified by observing the test profile summary. In many areas, the test may not be a good measure of the student's progress. Many of the items are not developmentally sequenced according to level of difficulty.

(2) **AAMD Adaptive Behavior Scale — School Edition.** (1981 Revision), Lambert, 1981.

This School Edition is based on the AAMD Adaptive Behavior Scale, Public School Version. The ABS — School Edition was developed as a response to the need of persons working in the field who requested revised procedures and expanded age-range reference groups. Changes in the 1981 Revision include:

1) Standardization sample was increased from 2600 to 6500.
2) Norms were developed for Regular, EMH and TMH groups aged 3-16.
3) Scoring instructions were modified.
4) Factor scores can be used to obtain comparison scores for educational placement purposes.
5) Additional studies were conducted to obtain additional data on reliability, validity and standard error of measurement.
6) Parent's guide is now available.

(3) **Adaptive Behavior Inventory for Children.** Mercer, 1977.

The Adaptive Behavior Inventory for Children (ABIC) is part of the System of Multicultural Pluralistic Assessment (SOMPA). The ABIC identifies six areas: Family, Community, Peer Relations; Nonacademic School Roles; Earner/Consumer; and Self-Maintenance. The test consists of 242 items . A basal score is obtained by eight consecutive credit responses; a ceiling is obtained when eight consecutive No Opportunity or Not Allowed responses are obtained. Guidelines are given for the starting points by using the age of the student. Percentile scores and scaled scores (T-scores) can be obtained. These are charted on a graph where they can be compared with WISC-R or WPPSI Verbal, Performance, and Full Scale scores.

The ABIC appears to be suited only for measuring adaptive behavior of EMH students. The scale does include items suitable for students three through fifteen years of age so that a basal can be established for five-year-old mentally handicapped students. The items over age eleven are to measure above-average adaptive behavior (Mercer, 1973).

(4) **Vineland Social Maturity Scale.** Doll, 1953, 1965.

The Vineland measures eight aspects of social competence. The test has a total of 117 items which are grouped into eight areas. The areas are Self-Help General, Self-Help Eating, Self-Help Dressing, Locomotion, Occupation, Communication, Self-Direction, and Socialization. The person being evaluated is rated according to his/her level of accomplishment on the tasks within each area. Provision is made for levels ranging from habitual performance of an item to nonperformance. Items are also credited if the person has done the task in the past, but not at the time of testing because of special limitations. A no opportunity factor and an emergent factor are also considered in the scoring.

The Vineland yields a Social Age score and a ratio Social Quotient score. The total scores do not necessarily suggest a remediation program. An examination of the test protocol does, however, provide a fairly accurate indication of the student's level of social competence within the various areas.

One advantage of the Vineland is its suitability for a wide age range which includes birth through thirty. Since an age, rather than an intelligence, comparison is determined, the scale can be administered with all levels of suspected mental handicap. However, if a comprehensive measure of adaptive behavior is needed, the test must be supplemented by observation or other measures.

(5) **Cain-Levine Social Competency Scale.** Cain-Levine and Elzey, 1963.

The Cain-Levine was developed to assess the level of independence of trainable mentally handicapped students. It is suitable for students between the ages of five years zero months and thirteen years eleven months. The 44 items are grouped into subscale areas of Self-Help, Initiative, Social Skills, and Communication. The test is developmentally based evaluating the student by a score depending on level of skill development for each item.

The Cain-Levine is only suited for use with trainable mentally handicapped students. Remediation programming is easy to derive from the scale because of the developmental sequencing of the items. This test also can be used to measure a student's progress once remediation begins and can be used to evaluate a program's effectiveness with a student.

(6) **Balthazar Scales of Adaptive Behavior for the Profoundly and Severely Mentally Retarded.** Balthazar, 1968.

The Balthazar Scales were developed for use with the severely and profoundly handicapped. These scales are different from the previously mentioned tests since an observational, rather than interview, format is used. The rater must be able to have frequent opportunities to observe the student in familiar surroundings while he/she goes about the regular daily routine. The Scales consist of two sections: Section I measures functional independence skills; Section II contains measures of social adaptation to the environment. The raw scores in each area are converted to percentiles.

The Balthazar Scales measure the adaptive behavior of only severely and profoundly retarded individuals. The use of percentile scores can provide general information about how the person's adaptive behavior compares with others of comparable age and ability. These scales can also provide guidelines concerning training which may have been overlooked. Since most of the standardization was done in an institutional context, the scales are most appropriately used in a residential facility. The rater must be able to observe the student in a relatively consistent environment, which is usually only possible in residential settings.

(7) **Children's Adaptive Behavior Scale**. Richmond, 1979.

The Children's Adaptive Behavior Scale (CABS) is unique in that it utilizes the student as the respondent. Other scales mentioned in this section utilize the parent, teacher, or other person with intimate knowledge of the student. Use of the Children's Adaptive Behavior Scale would seem to be a way to minimize respondent error. The CABS has been normed on the age range of six through ten years of age. Administration time is 20-30 minutes. Domains measured include Language Development, Independent Functioning, Family Role Performance, Economic-Vocational Activity, and Socialization. The reliability of the total CABS score is reported to be very good when attempting to distinguish the "slow learner" from the EMH student.

As with any assessment process, individual evaluators should ensure that the tests utilized have been validated for the intended use and have sufficient reliability and validity. Otherwise, the results obtained are extremely suspect and likely to be invalid.

Obviously, as is evident from the above discussion regarding normed methods for measuring a student's level of adaptive behavior, standardized instruments are not currently available to assess levels of adaptive behavior in all students at all ages. Therefore, the school social worker must rely on his/her knowledge of child growth and development, training, and experience to formulate an accurate assessment. The nonnormed or nonstandardized approach consists of observing the student in many environments; interviewing the student, the student's parents/guardians, teachers (current and previous), other staff who come in contact with the student; and analyzing the data collected to determine the student's current level of adaptive behavior exhibited in the school, community, and home environments. Often, the school social worker will need to use an approach which combines the non-standardized with the normed methods to insure that an accurate determination is reached.

9. **The Role of School Social Workers in Multidisciplinary Staffings**. The school social worker plays many roles as a member of the student assessment team and multidisciplinary staff meeting participant. Some of these roles are quite visible, while others are less obvious.

One of these is to assist the student and/or parent in explaining their perceptions to the assembled staff. The worker thus attempts to help the parents feel relaxed and to participate in the staffing as much as possible. This is especially necessary if the parent is reluctant due to a large number of professional educators being in attendance. This role is more readily undertaken by the school social worker since he/she has met with the parents during the assessment phase of the process while conducting the social developmental study. The worker has formed a type of relationship that few, if any, other school system personnel have. When the educational team functions at a more sophisticated educational level than the parents, it often becomes the school social worker's task to clarify what is happening in order to promote understanding. If this role is not undertaken, the district runs a very high risk of being viewed by the parent in a negative light.

Yet another role can be identified when the worker utilizes his/her group facilitation skills to mediate between the home and school when areas of conflict or disagreement arise during the staffing process. The focus should always be to obtain the greatest benefit for the student.

The most obvious role the school social worker plays at multidisciplinary staffings is to present the profile of the student from a broader than academic perspective. The worker is typically the only professional involved, other than the school nurse, whose assignment is to address something other than academics. Prior to the staffing, the school social worker has completed an extensive investigation, i.e. the social developmental study. He/she has synthesized all the data collected via this process into findings of need and recommendations. Thus, the school social worker's input should enable the individuals present to view the whole student as he/she relates in various environments as well as how these environments affect the student's ability to benefit from the educational experience.

The experienced school social worker shares only educationally relevant information and is extremely careful to follow the rules of confidentiality and privileged client communication. The competent worker avoids simply divulging a multitude of facts, some of which other educators present may already be aware of, and expect those assembled to formulate their own individual interpretations. Rather, the verbal report provided at the staffing should be modeled after the written one which is problem and/or issue focused and succinct, is presented in a vocabulary which parents as well as other educational system professionals can readily comprehend, identifies the student's weaknesses and strengths upon which to build, and concludes with the worker's recommendations.

Internship

Guidelines for the Illinois Approved School Social Work Internship Program are published by the Illinois State Board of Education. The internship program is designed to offer extended educational placement in the schools as further preparation for serving as a school social worker. It is required that each internship be individually planned to meet the educational/experiential needs of the student. Some guidelines concerning knowledge and experience needed to effectively practice in the school setting include the following:

1. Knowledge of traditional social work skills in the areas of (a) assessment, (b) casework, (c) group work, (d) community organization, (e) family intervention, (f) consultation, (g) crisis intervention, and (h) liaison with community agencies and services.

2. Good oral and written communication skills which are appropriate to the receiving source, particularly the ability to present meaningful information in a professional and succinct manner.

3. Development of a good social work identity; willingness to uphold professional ethics and values.

4. Knowledge of federal and Illinois laws which affect schools including *The School Code of Illinois, Rules and Regulations to Govern the Administration and Operation of Special Education*, Public Law 89-313, Education of All Handicapped Children's Act (Public Law 94-142), The Abused and Neglected Child Reporting Act (P.A. 81-1077), Family Educational Rights and Privacy Act, etc.

5. Knowledge of the school as a system: general policies and procedures, school board policies, the role of the superintendent and other administrators, and how school social work is an integral part of the system.

6. Awareness of school social work policies and procedures specific to the internship site, whether written or unwritten.

7. Basic knowledge of normal child development.

8. Awareness of special populations, including gifted, mentally impaired, learning disabled, behavior disordered, emotionally disturbed, physically handicapped, and other special students.

9. Knowledge of social work assessment techniques and proficiency in completing such assessments of students, families, the school system, and the community.

10. Working knowledge of the tools of assessment used in the schools in other professional areas and the ability to interpret professional jargon into meaningful language for nonprofessional people.

11. General knowledge of the educational process and normal levels of educational maturation.

12. Proficient skills in the role of advocate for the student and his/her family within the system.

13. Ability to understand and work with other disciplines within the school system, both professional and nonprofessional, including administrators, educators, psychologists, speech therapists, secretaries, maintenance people, etc., in both traditional and nontraditional roles.

14. Knowledge of resources and the referral process for local community agencies serving students and their families.

15. Awareness of local community standards, mores, and expectations.

16. Skills in the organization of workload through setting of priorities and goals in conjunction with the schools so that the school social work tasks may be accomplished efficiently.

17. Knowledge of basic administrative skills, including initiative in program development, implementation, and evaluation appropriate to the school setting.

Individual internship sites vary in the opportunities they provide for full-range school social work service experiences for the intern. When certain areas of experience are not part of the regular internship site, it is expected that opportunities will be provided for exposure to them, e.g., opportunity to work with elementary school students when in a secondary school placement. This can be accomplished either through in-district or intra-district cooperation. Seminars and workshops with other students may also be part of the internship experience, as well as opportunities to observe a wide variety of programs.

Another approach to broadening the internship program is having other school social work staff members assist the intern supervisor in providing student experiences. Other school social workers besides the supervisor may have expertise in particular methods and techniques or experience in unique areas of service which can enrich the intern's learning. For example, although primarily working with one supervisor, an intern might co-lead a group with another professional and/or be supervised in the art of consultation with teachers of very young students by a third.

In addition to interaction with the school social work staff, a good intern plan allows for interaction with the many other professionals in the schools. Such experiences might include acting as co-leader of a group with a guidance counselor, conducting health inservice workshops with the school nurse, developing classroom behavioral objectives with teachers, and/or sharing in the intellectual evaluation process with a school psychologist. Some internship supervisors build in time for an intern to act as a teacher aide in the classroom to help the intern gain a better understanding of the problems and experiences of classroom teachers. The opportunities for such learning experiences are many and, when based on the individual needs of the intern, help provide a broad base of knowledge and experience that is highly desirable in school social work.

Important, too, in a good internship program is the opportunity to observe, and, if possible, to participate in the decision-making process at any one of the several levels of the school system. It is important that interns have the opportunity to become aware of how policy decisions are reached and what their essential elements are.

Developing efficient methods of learning and resource-gathering is another important aspect of internship. The ability to find and evaluate appropriate resources, human and nonhuman, is an ongoing task of all school social workers. Initially, the intern should have a reduced workload to allow for a period of orientation. However, the goal is that by the end of the internship experience the workload should be comparable to that of their school social work colleagues. By this time, students should be well aware of personally productive ways of learning in the work situation and of effective strategies for gathering resources for use as school social workers.

An internship is often considered to be a "protected" experience. Students should be allowed to learn and work at a rate which they can successfully handle. The experience should be such that students ultimately learn to prioritize and manage their service provision as they would when they are actually working as full-time employees. By the closing weeks of their experience, they should be functioning at the level of service required of fully qualified, though beginning, school social work practitioners.

Chapter 4
Planning for the Future

School social work services are for all students including those from various specialized populations. The services provided by the school social worker are multiple, diverse, and not always obvious to every staff member. Although the role and function may differ from one school district to another, and even from one attendance center to another, as dictated by local needs and priorities, the overriding purpose is to better enable students to benefit to the fullest extent from their educational experience.

Local school districts are legally responsible for providing school social work services in accordance with current laws and regulations, both federal and state. School social workers should never lose sight of the fact that they are among the many employees hired to provide services under the direction of the local district in accordance with these laws and regulations. However, mandates considered in isolation do not adequately define the scope of service needs at the local or cooperative agreement level. Obviously, the depth of community resources available, the type and breadth of problems, and areas of staff expertise are examples of factors which should be considered, along with mandates, when setting service priorities.

Since the local school district is the party legally obligated to employ staff to provide school social work services and the school social worker is employed to do his/her best to fulfill the job description, it is imperative that the local school district or cooperative agreement devise a method for assessing needs and determining priorities. The responsibility to provide school social work services to all students needing them is thus appropriately retained by the district or cooperative and not assumed by the individual worker. The district should then employ a suitable number of professional school social workers to adequately meet the needs identified. This clarification of responsibility must first be attained before the school social work staff can be expected to function as effectively as they are capable.

School social workers must constantly be in search of new ways to enhance their effectiveness. They find themselves functioning as professionals in a setting in which their services are sometimes perceived as secondary to the expressed primary goal of the institution: academic learning. Therefore, it is highly important for them to define their role and function in relation to the goals and objectives of the school setting and to be continually searching for creative and innovative ways to implement them.

Sometimes school social workers feel that they lack a support system when contrasting the public school setting with that of a social service agency. The pupil personnel services team is the subgroup which often performs this function offering support, feedback on tasks accomplished, and the opportunity for the social worker to be part of a subsystem critical to the school's functioning.

No one individual can ever expect to be effective working in isolation. Thus, school social workers must form liaisons with others outside as well as within the school setting. The worker must learn to identify and tap every available resource—occasionally generating resources where none previously existed. Similarly, no one individual can be expected to be an expert in all areas. Each professional brings certain skills and expertise to the job. It is critical that the supervising administrator(s) know what these skills are so that expectations match the worker's abilities. No school social worker should be expected to be an instant expert in a previously unexplored area without, at a minimum, being provided the benefit of inservice in the area.

School social workers must foster mutual agreement among relevant staff and persons in positions of authority concerning their role and functioning. In other words, the school system, to whom social workers are accountable, must assist the school social work staff in developing departmental goals, objectives, and areas to be emphasized. For example, when the school social work department is helping the district conduct a pupil personnel services needs assessment, it necessitates altering the amount of other services they provide during the needs assessment effort. The outcome is a rearranging of duties and priorities with the approval and encouragement of administrators and other staff.

Professionals clearly specify what they do. School social workers should analyze the various components of their role in order to be able to present them understandably to anyone within the school/community. They should also be able to offer a rationale for why one role was selected over another and what results can be projected given a particular problem. As workers move through this process, they should encourage feedback and clarification from the persons who have significant influence on their role. If the school social worker decides to depart from the expected service role, he/she must be able to justify the change by offering a rationale for the new activity.

School social workers should frequently and systematically assess problems and/or needs in their respective building(s) and bring them to the attention of the appropriate building/district/cooperative agreement administrator(s). During discussion with the administrator(s), the worker must allow for an exchange in perceptions as to which problem and/or need warrants immediate attention. From this dialogue should emerge a consensus regarding which problem and/or need to attack first. It is at this point that the school social worker develops a service plan for resolution of the problem and/or need. The discussion with the administrator(s) serves two primary purposes: (a) it builds in administrative support for the worker's service plan, and (b) it facilitates understanding of each professional's unique contribution and perspective.

School social workers have an obligation to update and enhance their professional skills and knowledge through reading and attendance at workshops and conferences. They need to broaden their base of knowledge in the educational area as well. Staying current with the laws, regulations, and court decisions which affect schools is necessary to be effective in advocating for the client, be it a student or the school district. Membership in state and national professional organizations should be seriously considered. Such membership provides support to the individual worker and to the profession. School social workers should not forget the benefit of participating in research and in contributing to the literature of their specialty in the profession in order to allow others to gain by their experience.

As school social workers seek new and different approaches and strive to increase their effectiveness, they simultaneously build into the role accountability, visibility, and support for change. Since the school system is a composite of many different subsystems, it becomes essential for the school social worker to form linkages between and among them. The school social worker must fulfill the conditions of employment in all cases when the requirements and expectations of the employer are consistent with school social work practice. When the educational system's requirements are in opposition to accepted personnel practice, the social worker has the responsibility to interpret the conflict to the employer. It is essential that educational administrators, directors of pupil personnel services, pupil personnel services team members, and the educational staff work together in providing sufficient flexibility within the school's environment for the development of new roles as they are needed.

The roles and functions observed in practice are multifaceted varying from building to building. The concepts presented in this manual can be utilized in any setting: rural/urban, large/small, district/cooperative, or by a single staff member/entire department. Each locale reflects a number of variables which create unique needs for school social work services to address. The modern school social worker must be keenly aware of such influences and seek an understanding of how these conditions can be utilized and modified in order to enhance the student's ability to learn. By keeping abreast of laws, regulations, and trends, the effective school social worker can play a major role in assisting the school and community to maximize their efforts on behalf of students. Only then will each student be able to benefit fully from the educational experience and become the most productive member of the society that the individual is capable of becoming.

APPENDIX A

Acknowledgements

FIELD-TEST SITES

From November, 1980, through March, 1981, the entire *PPS Recommended Practices and Procedures Manual* was reviewed, discussed, critiqued and utilized by the following representative Illinois districts and joint agreements. The reactions received by these agencies were instrumental in revising the Manual to insure a practical and realistic document.

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APPENDIX B

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APPENDIX D

NASW Standards Policy Statement #7

TAXONOMY OF SCHOOL SOCIAL WORK TASKS

Services to Pupil and/or Parents	Work with School Personnel	School-Community Relations
Remedial	**Remedial**	**Remedial**
Furnish individual or group counseling to pupil and/or parents regarding child's special educational problems and potential, school resources, and child's progress through the various levels of the educational system.	Consult with school personnel regarding interacting pupil characteristics and school policies, practices, and structure.	Identify children or target groups of children needing alternative educational planning or programs and and support services.
Provide casework or groupwork services to parents to enable them to channel their concerns to other school personnel about their child's school experiences.	Participate in staffings related to pupils' social development and educational and social progress.	Consult and collaborate with with community representatives to identify effects of interesting school/community/pupil characteristics. Develop resources to meet needs of child or target group.
Enhance the pupil's educational progress through casework/groupwork services to pupil and/or parents.	Participate in development of alternative educational programs.	Collaborate with community agencies in the development of alternative education programs and support services.
Provide information to facilitate the use of resources for meeting clothing, nutritional, housing, and health needs.	Consult with school personnel about home, neighborhood, and community conditions affecting pupil welfare.	Clarify and interpret specific roles and responsibilities. of the community in promoting school attendance.
Help parents and/or pupils identify and find ways to overcome barriers to school attendance, achievement and social functioning.	Provide information to facilitate appropriate referral to community resources.	Set objectives, monitor progress, and measure outcomes of service.
Supply positive outreach to parents to promote and sustain pupil attendance	Aid school personnel to identify and overcome school-based barriers to pupil attendance.	
Refer pupil and/or parents to appropriate community resources for social and mental health services.	Contribute to modifications in and development of school policies related to attendance.	
Set objectives, monitor progress, and measure outcomes of service.		

Services to Pupil and/or Parents	Work with School Personnel	School-Community Relations
Crisis Resolution	**Crisis Resolution**	**Crisis Resolution**
Reduce the tension of pupil and parents in crisis by assessing the situation, providing understanding standing and support, and offering alternatives for action. Make referrals to existing community resources and assist in their effective use. Set objectives, monitor progress, and measure outcomes of service.	Aid in developing standard procedures to handle crisis and promulgate these among personnel. Provide inservice training on dealing with crisis. Help with crisis when standard procedures break down. Consult with teachers about recurrent types of crisis. Set objectives, monitor progress and measure outcomes of service.	Collaborate in community planning for crisis intervention services, e.g., drugs, rape, abuse and neglect, suicide, runaways, family violence, etc. Set objectives, monitor progress and measure outcomes of service.
Developmental	**Developmental**	**Developmental**
Provide positive outreach to parents and pupils in target populations to facilitate pupils' constructive use of educational opportunities. Work with pupils individually or in groups to promote the identification of life goals, equality of the sexes, and respect for cultural differences. Help parents recognize the exceptional characteristics of their children and facilitate their use of the full range of social, educational, and recreational services in the community. Reinforce the strengths of individuals by rewarding their positive contributions to others. Set objectives, monitor progress, and measure outcomes of service.	Collaborate with school personnel to develop avenues for pupils' pursuit of life goals, equality of sexes, and respect for cultural differences. Consult with teachers about recurrent types of crisis. Offer ongoing inservice training (basic needs of children, classroom relationships, family systems, conflicting values, alternative management techniques to deal with disruptive or withdrawn behavior and ways to maximize the child's potential). Collaborate with school personnel to develop additions to the curriculum in the area of mental health, social welfare, family life, education, etc. Consult with school personnel about modifying school structure, policies and programs. Set objectives, monitor progress, and measure outcomes of service.	Aid in identification of child or target group of children needing preventive social services. Aid in development of preventive social services to meet the needs of child or target group. Aid in collaborative planning to provide full range of services to target group. Set objectives, monitor progress, and measure outcomes of service.

APPENDIX E

Sample Forms

SAMPLE

Request for School Social Work Services

Student Name_____ Birthdate_____

School_____ Grade_____ Teacher_____

Address_____ Home Phone_____ ___Unlisted

Mother_____ Employed by_____ Phone_____

Father_____ Employed by_____ Phone_____

Siblings (names, ages, grades)_____

Reason for request_____
(your major concern)

Specific behaviors/concerns evidencing need for service. (Give examples)

Please list all methods of remediation attempted.

Have the parents been contacted regarding the problems?

____/_____
yes / no parent reaction

Please state covenient times for a conference_____

Services Requested by:_____
Name Position

_____
Principal's Signature Date

SAMPLE

Teacher Questionnaire

Date_____ Teacher's Name_____

Student's Name or Number_____ Classroom Subject_____

Please circle appropriate number for each question.

On a scale of one to five:	Very Poor				Very Good	Don't Know
1. How would you rate this student's self-confidence?	1	2	3	4	5	
2. How would you rate his/her self-control?	1	2	3	4	5	
3. Attendance?	1	2	3	4	5	
4. Willingness to listen and pay attention in class?	1	2	3	4	5	
5. Willingness to follow directions?	1	2	3	4	5	
6. Completion of assignments?	1	2	3	4	5	
7. Willingness to participate in class?	1	2	3	4	5	
8. Attitude toward school?	1	2	3	4	5	
9. Interaction with other students?	1	2	3	4	5	
10. Grades?	1	2	3	4	5	
11. State of physical health?	1	2	3	4	5	
12. Emotional state?	1	2	3	4	5	
13. Willingness to cooperate with you?	1	2	3	4	5	
14. Willingness to cooperate with peers?	1	2	3	4	5	

Please relate efforts you have tried which have a) succeeded and b) not succeeded.

SAMPLE

Intake Assessment Summary

Today's date_____

School Social Worker_____

Client_____ Address_____ Phone_____

Referral Source: Student_____ Parent_____ Staff_____ School_____

PROBLEM AREAS: (indicate seriousness on scale of one to five where 1 = negative and 5 = positive extremes)	Source's Reason for Referral	Worker's Assessment: At Intake	Nov. 19__	Feb. 19__	At Closing
1. SCHOOL BEHAVIOR:					
Disruptive Behavior	___	___	___	___	___
Truancy-Class Cutting	___	___	___	___	___
Problem with Performance	___	___	___	___	___
Attitude toward School	___	___	___	___	___
Participation	___	___	___	___	___
Other (Specify) _____	___	___	___	___	
2. FAMILY RELATIONSHIPS:					
Child-Parent Conflict	___	___	___	___	___
Sibling Conflict	___	___	___	___	___
Pregnancy-parenthood	___	___	___	___	___
Sexual/Physical Abuse	___	___	___	___	___
Poverty	___	___	___	___	___
Disorganization	___	___	___	___	___
Other (Specify)_____	___	___	___	___	
3. PEER RELATIONS:					
Isolated/Withdrawn	___	___	___	___	___
Aggressive/Conflictual	___	___	___	___	___
Influenced by Neg. Peer Pressure	___	___	___	___	
Social Skills	___	___	___	___	___
Other (Specify)_____					
4. COMMUNITY RELATIONS:					
Police Contact	___	___	___	___	___
Gang Involvement	___	___	___	___	___
Probation	___	___	___	___	___
Employment Problems	___	___	___	___	___
Other (Specify)_____	___	___	___	___	
5. PERSONALITY PROBLEMS:					
Adolescent Stress	___	___	___	___	___
Anxiety/Depression	___	___	___	___	___
Immature Personality	___	___	___	___	___
Borderline Psychotic	___	___	___	___	___
Psychotic	___	___	___	___	___
Retarded	___	___	___	___	___
Other (Specify)_____	___	___	___	___	
6. ATTITUDE TOWARD SELF:					
Drug/Alcohol Abuse	___	___	___	___	___
Self-Esteem	___	___	___	___	___
Self-Insight	___	___	___	___	___
Attitude toward Treatment	___	___	___	___	___
Hope for Future	___	___	___	___	___
Trust of Adults	___	___	___	___	___
Constructive Communication of Needs/Problems/Feelings	___	___	___	___	___
Other (Specify)_____	___	___	___	___	
7. If referral is not due to problems listed above, list reason.	___	___	___	___	___

SAMPLE

(School District Name)

Social Development Study Report

Date_____

Student's Legal Name_____ Date of Birth_____

Home School_____ Legal Guardian_____

Referred by_____ Date_____

Type of Referral: _____New referral _____Reevaluation

Reason for Referral: (Specify)

Information Sources (STATE DATE(s))

Child Observation

_____classroom(s)
_____playground
_____lunchroom
_____home

Child Interview(s)

_____formal
_____informal
_____other (specify)

Family Interview(s)

_____Mother
_____Father
_____Legal Guardian
_____Other family members
_____Community agency personnel (specify agencies)

School Personnel Interviews

a. Teacher(s)

_____current
_____previous

b. Other staff

_____principal
_____pupil personnel service staff
_____aides
_____secretarial staff
_____lunchroom staff
_____custodial staff

Family Interviews Occurred

_____home
_____school
_____work location
_____community agency
_____other (specify)

Existing Records Reviewed

_____regular education files
_____special education files
_____health/medical records
_____community agency (specify)

Assessment Instrument(s) Administered
(list those administered by the school social worker)

Family Statistics

Language(s) spoken in the home: _____English _____Other (Specify)_____

Parents:

Marital Status: Single_____ Divorced_____ Married_____ Widowed_____ Remarried_____ Separated_____

Father:_____D.O.B._____

Address:_____

Phone:_____

Birthplace:_____

Employer:_____

Occupation:_____

Age:_____Health_____

Highest Grade Completed_____

Mother:_____D.O.B._____

Address:_____

Phone:_____

Birthplace:_____

Employer:_____

Occupation:_____

Age:_____Health_____

Highest Grade Completed_____

Siblings: Age Grade School/Occupation

Others in Home:_____

Both Parents in Home: _____Yes _____No

Other Caretakers:_____

FINDINGS

Parent's/Guardian's Perception of Issue/Problem

Child's Perception of Issue/Problem

Cultural Background

Significant Data from Records Reviewed

Significant Health and Developmental Data

Adaptive Behavior

Student Weaknesses/Needs

Student Strengths

Needs/Recommendations

School Social Worker's Signature Date

SAMPLE

School Social Work Monthly Statistical Report

Building_____

District_____

Worker_____ Month_____ Region_____

A. Number of days this building/district/region received school social work services this month_____

B. NUMBER SERVED

		Number	
		Current Month	Year To Date
1. New students served — casework	Sp. Ed.		
	Regular		
2. New students served — consultation	Sp. Ed.		
	Regular		
3. New students served — groups	Sp. Ed.		
	Regular		
4. New parents served — casework	Sp. Ed.		
	Regular		
5. New parents served — groups	Sp. Ed.		
	Regular		
6. New students awaiting service	Sp. Ed.		
	Regular		
7. Cases closed	Sp. Ed.		
	Regular		

C. SERVICES PROVIDED

	Number	
	Current Month	Year To Date
1. Child interviews		
2. Family interviews		
3. Staffings		
4. Classroom observations		
5. Student group meetings		
6. Parent group meetings		
7. Agency contacts		
8. Supervisory conferences		
9. Staff meetings		
10. Social developmental studies conducted		
11. Consultations		
12. Referral meetings attended		
6. Parent group meetings		
7. Agency contacts		

	Number	
	Current Month	Year To Date
8. Supervisory conferences		
9. Staff meetings		
10. Social developmental studies conducted		
11. Consultations		
12. Referral meetings attended		

D. SERVICE NEED

	Number	
	Current Month	Year To Date
1. Suspected pregnancy		
2. Suspected child abuse		
3. Divorce		
4. In-class behavior		
5. Outside-class behavior		
6. Runaway		
7. Attendance		
8. Academics		
9. Peer relationships		
10. Student/teacher relationships		
11. Self-esteem		
12. Family dynamics		
13. Student substance abuse		
14. Family substance abuse		
15. Death in the family		
16. Suicide		
17. Depression		
18. Race relations		
19. Criminal behavior		
20. Other (specify)		

E. AMOUNT OF SERVICE PROVIDED

	Number	
	Current Month	Year To Date
1. Teacher meeting, school board, PTA, etc.		
2. Inservice presenter		
3. Inservice attendance		
4. Report writing, statistical recording/ tabulating, report reading from other agencies		
5. Direct services		
6. Indirect services		
7. Professional Reading		
8. Other (specify)		
9. Professional organization meetings (IASSW, NASW, CEC, etc.)		
10. Overtime worked this month		
11. Number of individual schools serviced this month		

F. **COMMENTS AND CONCERNS**

1. Special projects currently being planned or already in process:

2. Greatest disappointment this month:

3. Most significant achievement this month:

4. I would like to discuss the following with you:

SAMPLE

End of Year School Social Work Case Summary

School Year 19___ – 19___

Name:_____ Date of Birth:_____

School:_____ Grade:_____ Period Covered:_____

Reason for Referral:

Summary of School Social Work Service Plan and Progress:

Recommendations:

_____
School Social Worker

APPENDIX F

Professional Journals and Bulletins

Illinois Association of School Social Workers Newsletter
140 North Missouri
Morton, Illinois 61550

School Social Work Journal
335 Linden Street
Glen Ellyn, Illinois 60137

Social Work
2 Park Avenue
New York, New York 10016

Bulletin
Chicago Area Chapter
National Association of Social Workers
220 South State Street
Chicago, Illinois 60064

Social Casework
44 East 23rd Street
New York, New York 10010

Social Service Review
The University of Chicago
969 East 60th
Chicago, Illinois 60637

Social Work in Education
2 Park Avenue
New York, New York 10016

School Social Work Bulletin
National Association of Social Workrs
Suite 600
1425 H Street, N.W.
Washington, D.C. 20005

APPENDIX G

Illinois Graduate Schools of Social Work

University of Chicago
School of Social Service Administration
969 East 60th Street
Chicago, Illinois 60637

University of Illinois
Jane Addams Graduate School of Social Work
601 South Morgan Street
Post Office Box 4348
Chicago, Illinois 60680

George Williams College
Division of Social Work Education
535 — 31st Street
Downers Grove, Illinois 60515

University of Illinois
School of Social Work
1207 West Oregon Street
Urbana, Illinois 61801

Loyola University
School of Social Work
820 North Michigan Avenue
Chicago, Illinois 60611